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ABSTRACT

This booklet contains abstracts of papers presented at the 1974 conference of the Keystone State (Pennsylvania) Reading Association--the theme of the meeting was "humanism in reading." Abstracts are grouped according to the following "strands," or topics: early childhood, literacy and multilingual/multicultural education, research, critical reading and thinking, word analysis, organizational arrangements, media, diagnosis and prescription, secondary and content fields, teacher education, and affective aspects of reading and learning. The remarks of guest speaker Paul F. Brandwein are summarized, and an index lists convention participants. Committee members and 1974 state officers are also identified. (KS)

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Abstracts

EIGHTH ANNUAL CONVENTION

1974

Peter A. Lamana
Proceedings Chairman
Eighth Annual Convention

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FOREWORD

The theme of this year's Conference, "Humanism in Reading, Promises and Practices" is particularly appropriate because reading is uniquely a human process. We agree with the celebrated Russian novelist who described reading as " . . . the highest human activity . . ." Reading is **the** highest human activity because it is the principle means by which human beings learn about themselves and their world, past, present, and future. Reading is the indispensable activity without which no human being is truly educated. As teachers of reading we must be constantly aware that children are the real subjects of our efforts rather than the process itself. In our mania for teaching skills we sometimes forget that we are educating children. As a result some get hurt. It is questionable that children begin their schooling with an inherent dislike for reading and for the whole educational process. Little children come to school at first fully expecting to read in much the same way they expect to breathe — as their birthright in a sense — and it is only after they experience the pain of defeat and failure do they begin to distrust teachers and schools and books and everything associated with the process. It is true that some " . . . die at an early age . . . " as Jonathan Kozol put it. We are teachers of human beings — the intelligent, the dull, those of handsome visage, the plain, the benign, the hyperactive, the neat and tidy and polite, and the dirty, scruffy and ill-mannered, the child of the teamster, the child of the professional and the millionaire's scion. Each child is a human being with inestimable worth deserving of our concern and attention. To this end the Conference was pledged. To this end this book is dedicated.

Dr. Joseph P. Kender
Program Chairman
Eighth Annual Convention

INTRODUCTION

The publication of these proceedings adds another dimension to an already illustrious record of the Keystone State Reading Association. This publication in itself should serve as a source of deep pride to all participants, but this alone is not enough. The knowledge of having shared in the totality of the convention supercedes all else. Needless to say, these proceedings, then, are but a mere wisp when compared to the tireless efforts of those who gave so much of themselves in making the convention a success.

In organizing the material for this publication, it seemed proper to arrange the abstracts according to strands. Thus, the reader will find each speaker's abstract listed alphabetically by last name under the strand to which he/she was assigned. In cases where multiple speakers were scheduled under a central topic with each speaking on individual themes relating to the topic, the abstract appears under his/her chosen title. At the end of each abstract is a brief biographical comment for those who wish to contact the speaker or speakers for additional information. Also for the reader's convenience, a Table of Contents, containing all abstracts contributed by speakers, and an Index of all speakers, contributors and non-contributors, has been provided.

This introduction began with a reference to the individuals who labored to make the convention a success, far too many to list here. However, this passage would not be complete without mentioning a few key people who assisted in making these proceedings possible. They include: Joseph P. Kender, Lehigh University, Bethlehem, Pennsylvania, program chairman, and William S. Woehr, Pennridge School District, Perkasie, Pennsylvania; Eugene Webster and David Weand, Neshaminy School District, Langhorne, Pennsylvania, without whose dutiful contribution during the convention much would have been lost.

Peter A. Lamana
Proceedings Chairman
Eighth Annual Convention

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The Permanent Agenda of Man: The Humanities

Paul F. Brandwein

What is the meaning of man's life after he is dead? Gandhi said, "My life is my message." And Socrates' eloquent statement "The unexamined life is not worth living" was true, and truer still in light of his death. He died when his death could be counted as more worthy than life. To be truly human is to measure one's life against the ideals prized by man.

The humanities deal precisely with this—man's need to create first a meaningful life, then to impart the knowledge of what that means—to give to the world a template of thought and deed.

The essence of humanity is thus at the same time the essence of the humanities as curriculum. This seems a play on words, but it is not.

No one who has human aspirations emulates those who honor the killer, the sadist. Killing and cruelty are considered inhuman—and inhumane. We honor truth, beauty, love, faith, justice; we call them human virtues and attributes. To possess them is to be humane. In effect, and in fact, the humanities as curriculum comprise the essential values of humanity: **truth, beauty, love, faith, justice**. Man measures the quality of his existence against these values. He fulfills them—or, failing, he dwells on his inadequacy. They are the superordinate goals of man, his metavalues. As man seeks self expression, whether in language or music or art or dance or drama, what conduct does he seek to express—to fulfill himself in deed.

Examine any work of art—any work that reveals man's greatness of spirit or probes the darkness of his soul—and these enduring inclinations and measures of man will be found. A casual glance at "Guernica" holds man up to horror, but the painting expresses much more than that. Picasso was not only depicting man's brutality but probing the meaning of his actions as well. The message is there, even for those who look at it briefly. In effect, Picasso asks, "In a world of beauty, why this horror?"

Artists and thinkers probe the truths of existence for the benefit of the rest of humanity. "Eppur si muove," said Galileo, holding steadfast to his truth. Beethoven's Ninth is a profound expression of human despair and resignation, but it ends with an "Ode to Joy." Balanchine's Orpheus and Eurydice ends in doom, but it is a doom brought on by man's love. Michelangelo polished faithfully and lovingly the massive back of his "Moses," knowing full well that it would be against a wall, never to be seen. He nevertheless held fast to his own uncompromising canon of beauty, saying, "I will see it."

How many Magna Cartas have there been in man's quest of justice? How many Lincolns are still to be born? The Crucifixion itself—the supreme agony—is also the supreme act of faith. How many are still to die for their faith? If we examine man's supreme acts, we will find **aes triplex:** truth, beauty, justice, love, and faith.

Examine also any curriculum—which is, after all, a tool of those who would civilize—in order to discover its underlying philosophy. Do we

find it proclaiming that its just and true ends are falsehood, ugliness, tyranny, hatred, and cynical disbelief? No. We always find as its basis the universal and eternal metavalues: truth, beauty, justice, love, and faith. And the curriculum, particularly in the humanities, seeks ways to realize them.

What special place do the humanities have for man and his interior world? They are concerned with the symbolic—expressed in the imagery of literature, language, music, art, drama, and dance. This symbolism reflects the deepest aspirations of man and his need to understand the meaning and nature of the human condition, to penetrate the mystery of human destiny.

Individual men live and die. But man endures. And the measures by which he mirrors his development, his ideals, his goals, endure. He endures perhaps because his ideals of truth, beauty, justice, love, and faith endure. Because of the universality of this truth, a curriculum in the humanities can be based on those disciplines—ethics, aesthetics, epistemology—which have as their source these great metavalues.

Man is at a turning point in his civilization. Our schools are facing the first true generalizing of education: all the children will come to school and **stay** there. Not only will they have **equal access** to opportunity, but also **equal access** to a variety of opportunities. This is the goal of education. We are about to realize that there is nothing so unequal as the equal treatment of unequals—unequals in experience, history, and previous opportunity. In the coming years—no matter how long it takes—we will give each individual his due: his due as child, his due as man. We base this resolve on the belief that every child is of supreme moral worth and father to the man.

If we would but use what we know, there would be no need for pollution, pestilence, or poverty. We could conserve our environment, making it sanative and beautiful. If we lived by the ethics and aesthetics we know, man's inhumanity to man would cease. Our science has made us capable; it could help to make us human. Children would come to believe in mankind as heroic. But first, in the words of Albert Schweitzer, we need to be "finished with ourselves." Schweitzer achieved this. He took on a life of service to others, using his gifts and fulfilling his destiny in pursuit of a special excellence.

Modern man can also be heroic if, between impulse and action, he interposes evidence, reason, judgment, if he recognizes his common origins and heritage, if he sets compassion beside competence.

Once man measures himself against the only ideals worthy of his aspiration—truth, beauty, justice, love, and faith—he will be on the road to completion of his agenda. And if he lives according to his agenda, he will become, in the words of Dag Hammarskjold, "truer, stronger, kinder, warmer, simpler, and gentler."

Paul F. Brandwein is chairman, School Department, Harcourt, Brace Jovanovich, Incorporated, New York, New York, and adjunct professor, University of Pittsburgh, Pittsburgh, Pennsylvania.

STRAND 1
Early Childhood

Language and Experience in Early Childhood

Eleanor Christensen

The use of children's own language and experience in beginning reading has been well justified both scientifically and experientially (Stauffer, ed., 1967; Hall, 1970). Not only is it a highly motivating personal experience for young children, but it also lends itself well to the teacher's goal of providing instruction at a level commensurate with ability. This is particularly true at the reading readiness level in early childhood. Small language-experience groups (LEG) can play an important role in a school readiness program.

LEG activities can be organized as an instructional approach of the teacher (often with the help of volunteers) or as a supplementary program operating outside the classroom. In either case, language-experience techniques are used to promote children's growth of oral language, learning experiences, and school readiness, not to provide formal reading instruction. In addition, emphasis is placed on parent education as a vehicle for improving school readiness and in some cases preventing later reading disabilities.

When LEG is used in the classroom, the teacher and children meet in small groups three times each week. They interact with a stimulus, compile a dictated story about it, and then engage in appropriate follow-up activities. In the beginning, the children are usually those who want to come—an interest group, not an ability group. Later, the teacher may provide sessions for special needs, such as those of slow starters or early readers.

When volunteers are used in the classrooms, the volunteer observes the LEG steps provided by the teacher, meets with the teacher in pre- and in-service sessions, and plans appropriate LEG implementation.

When LEG is used as an out-of-school supplemental program for kindergarten children, a volunteer or teacher meets in her home with the children for several sessions a week during the half-day the children are **not** in school.

Small school readiness groups provide an innovative way to further individualize reading related instruction during the early years. They provide children with the opportunity

to increase quality experiences.
to increase use of oral language.
to interact in a meaningful way with a small peer group.
to work at a level commensurate with their abilities.

Teachers and volunteers who have worked with such a program have found it rewarding and worthwhile.

Eleanor Christensen is an associate professor of education, West Chester State College, West Chester, Pennsylvania.

Early Language-Where Childhood Begins

Yvonne Schack

Most of us are aware of the various theories concerning children's acquisition of language. Much research has been done in this field by noted authorities. Emphasis has been placed on the importance of imitation and correct models, and problems have been discussed, including language development of the disadvantaged child, speech problems, bilingual children, and delayed speech. As a teacher of young children, I am concerned with helping each child develop his language, respecting ability and enriching experience. Most of the ideas presented here can be adapted for various ages and are not limited to school situations.

The most important element is time. Teachers are often criticized for talking too much. It is true that their message is important, their vocabulary enriching, and their grammar correct, but children need time to discuss things too and not just answer questions asked by the teacher. In some circles, adults may laugh at the kindergarten "share and tell"; however, it is vital to the young child. Equally important is allowing older children to tell about last night's TV program or the Little League baseball game.

Many visuals can be employed to vary vocabulary development. Puppets and story book dolls are favorites, especially those made by the children themselves. Such activities give rise to dramatics and role playing. In addition to skits, games also have a special place in the classroom, but regardless of the technique children should be permitted to talk and talk and talk.

Yvonne Schack is affiliated with Millersville State College, Millersville, Pennsylvania.

A Check List for a Lively Skills Lesson

JoAnn T. Seaver

A checklist for a lively and effective reading program which will, of course, include skills development can be derived from three considerations: (1) the need to provide a balance of language arts/reading experiences, (2) a set of criteria for judging the completeness of any skills lesson, and (3) a sense of how the activities can best be orchestrated in the time allotted to the language arts period.

The first dimension of the checklist (consideration 1) requires the teacher to seek a mix and balance of those ways to provide the most efficient program possible for learning. By reading aloud to the children or by providing tapes for guided listening/reading and by providing time for children to practice reading through self-selected reading, the children will be able to add to their reading skills.

In addition, children should be encouraged and given ample opportunity to compose orally and in writing so as to allow them to synthesize, as well as reach for, ideas and skills brought to them through other ways of learning to read.

The second dimension of the checklist (consideration 2) can be summarized by the acronym, LAMPS. Briefly LAMPS means: L is for language, using language to discuss, to investigate, to explore ideas, and to communicate; A is for affective, making sure children feel success by drawing on feelings as well as thoughts; M is for meaning, determining factual, literal meaning, and employing critical and creative inquiry; P is for perception, providing opportunities to use the senses before drawing generalizations or looking at abstract symbols of the things to be learned, and S is for study skills, demonstrating self-teaching techniques and the making of references to aid learning. The goal of instruction, then, is to incorporate as many of LAMPS criteria in one lesson as possible, the assumption being that the extent to which considerations of language can be brought to bear on a particular lesson will determine its value and a child's ability to learn from it.

The third dimension of the checklist (consideration 3) involves teacher in-put during language arts instruction and can be seen as (1) setting competency goals that the children can understand and can become involved in meeting, (2) pre-book demonstration, (3) using the books, and (4) follow-up activities which include independent work of all kinds such as practice in reading, preferably USSR, and practice in writing and reading aloud to children.

JoAnn T. Seaver is a coordinator of the Reading/Communicating Project, Philadelphia Schools, Philadelphia, Pennsylvania.

Development of Time Consciousness in Children

Arnold Zaeske
Betty Slater

One neglected area of perception is in the development of time awareness in children. Humans are temporal beings who live in time and whose learning is affected by an individual time consciousness. Teachers should learn to find and respect individual time rates and adapt learning instruction and attitudes toward them. Teaching children to respect the time rates of other individuals is also a part of the socialization process

that each must learn in order to live effectively with other humans. Dr. Raymond Barsch, of the Netherlands, has developed a series of exercises to use with children to develop their time consciousness. These exercises are particularly appropriate for children with learning disabilities. One such example is to make writing movements, beginning with slash (/) marks, proceeding to the drawing of geometric shapes, and finally to printed words, done to the rhythm of a metronome. The humanization of a child is realized as he develops his time consciousness.

Arnold Zaeske is a professor of education, Clarion State College, Clarion, Pennsylvania. Betty Slater is also a member of the Department of Education, Clarion.

STRAND 2
Literacy—Multi-Lingual/Inter-Cultural Education

Functional Literacy — Old Uncertainties and New Realities

Sr. Alice Louise Davis

In the continuing surge toward humanism in today's society, it is increasingly evident that the role of education is critical in a person's "ontological vocation to be more fully human." To this end, the place of reading in education and the development of literacy must be considered from many points of view.

One dimension is the area of Adult Basic Education (ABE). When the Right to Read Program was explained initially, emphasis was on the need for a person to be able to read to the degree of capability. Implied was the idea that this was to apply regardless of race, color, creed, or age. Hence, ABE programs were developed with the idea of promoting "functional literacy", a term which ultimately came to be used almost synonymously with ABE. This was most evident in the variety of definitions which ranged from being able to read to seventh grade level to being able to read and write effectively at the completion of secondary school.

Programs in ABE, geared to improving literacy so defined, emphasized reading, writing, computational and general knowledge skills. Material and techniques of teaching were primarily the same as those used with children learning the same skills. Although research is limited, experience is showing the ineffectiveness of such an approach, since (1) literate and illiterate adults share basically the same interests and (2) the learning rates of adults differ from those of children.

Also subject to change is the idea of what constitutes functional literacy. Currently, functional literacy is perceived as a dynamic term, not a fixed definition. Literacy is generally determined by an individual's cultural, linguistic, economic, and motivational backgrounds, as well as the environment in which one is expected to perform.

Since literacy is such a broad concept, it must be considered in broader terms than ABE. The false security of assuming one is "literate enough to function in today's society" simply because of a reading and writing proficiency is to risk subjugation to "mystification of one's own tools!" In a technological society, many professionals may find themselves "illiterate" in the future if certain currently held certainties go unchallenged.

Sr. Alice Louise Davis is an associate professor, Indiana University of Pennsylvania, Indiana, Pennsylvania.

Seminar: Spotlight on Pennsylvania School Right to Read Programs

Evelyn W. Miller

Right to Read is a project dedicated to the eradication of illiteracy in all people so that by 1980, 90 percent of the individuals over 16 and 99 percent of the individuals under 16 will be functionally literate.

All segments of the population, from tiny pre-schoolers to grandparents, may participate. Anyone who wants to learn to read or to help others learn to read is welcome to Right to Read.

Parents, teachers, volunteers, and even children work together to eradicate illiteracy. Clubs, churches, community centers, newspapers, radio, and television are all handy resources. Schools and libraries provide resources for materials and space for study and tutoring.

Pennsylvania Right to Read projects are implemented in school districts. Right to Read directors, with the aid of an advisory council-task force, conduct a needs assessment of students, faculty, administrators, resources, and physical plant to determine the needs of the school district.

On the basis of the needs assessment, priorities are established that enable the district to attack the problems that contribute to illiteracy.

As each problem is attacked, the district moves toward a successful reading program which will enable students to improve their literacy skills so they will have improved job opportunities and a richer quality of life.

Programs in the participating Right to Read school districts vary, and the programs are determined by the priorities established by the needs assessment.

Right to Read directors representing 18 Pennsylvania districts participated in the KSRA meeting in Lancaster. The Right to Read directors discussed the program in their school districts. These directors and the districts they represented were:

Alma Leadbeater	Abington
Linda Boozer	Donegal
Lois Cowan	Bald Eagle
Paul Hite	Clearfield
Peggy Holdren	Benton
Betty Kramer	Iroquois
Robert Dreibelbis	Curwensville
Bertha Hirzel	North Penn
Carol Auker	Mifflin County
Peter Lamana	Pennridge
Bernice Nichols	Aliquippa
Sister Mary Daniel	Erie Diocese
Thomas Garbarina	Pennsbury
Donna Ginther	Kane
Judy Kopin	Wattsburg
Janet Estes	Ft. LeBoeuf
Doris Perry	Northwestern
Mildred Phillips	Millcreek Township

Evelyn W. Miller is the state Right to Read director. Robert Dobroski is the program advisor for Languages, Pennsylvania Department of Education, Harrisburg, Pennsylvania.

Bilingual Education: Why?

Sergia Pereira Montz

Bilingual education means the opportunity to teach the student educational concepts, throughout all or any part of the school curriculum, in his mother tongue while, at the same time, he is learning English. The mother tongue, used as the medium of instruction before the child's command of English is sufficient to carry the whole load of his education, can help to prevent retardation in school performance. The literacy thus achieved in the non-English language, if further developed, should result in the more liberally educated adult. The study of the history and culture associated with a student's native language is considered an integral component of bilingual education.

The effectiveness of programs that operated on the principle of teaching foreign speaking children in English, many of which included the best methods and materials available, as well as considerable financial support, have produced minimal results. Large numbers of non-English speaking children continue to fail or fall behind their peers in classrooms operating on this base.

At first glance it may seem that the replacement of Spanish by English is a desirable occurrence if integration into the mainstream U.S. life is to come about. Further examination, however, identifies at least four reasons why this is not so. First, many of the school children are mobile. Second, children who enroll in a school to find that there are only negative penalties for all they have learned at home suffer devastating damage to their self-esteem. Third, in the mid 1960's Congress formally declared bilingualism to be in the national interest. Fourth, research has shown the positive impact that instruction in the child's dominant language has in the development of cognitive skills.

Upon contemplating the teaching of beginning reading to speakers of other languages, we must consider a number of possible teaching situations. School districts are faced with decisions concerning whether to teach beginning reading first in the native language of the student, only in English, or, in both languages.

Speakers of other languages who may need to start reading in English may be classified in three different groups, each group requiring a different program: (1) The pre-literate pupil has the same need for pre-reading activities as does the native speaker of English. (2) The child who is literate in his native language has developed pre-reading skills and needs a strong oral language program. (3) The functionally illiterate pupil who has a little of two languages in their oral and written forms needs pre-reading skills and oral competency in English to gain some degree of success.

Sergia Pereira Montz is coordinator of Minority Group Education, Bethlehem Area School District, Bethlehem, Pennsylvania.

Something to Read — Materials for the Bilingual Classroom

Estoy Reddin

Believing in the importance of reading the late James E. Allen, while Commissioner of Education, proclaimed a crusade to assure that "no one shall be leaving our schools without the skill and the desire to read to the full limits of his capability." In hundreds of interviews children also have shown that they see the importance of being able to read. Many believe that "reading more and more" helps them become better readers. Also necessary, as one child stated, is "finding things to read and reading them. I usually don't get many things to read."

Although reading is so important for children, far too many never become readers. Many of these children are ones for whom English is a second language. For some this may occur because they had no opportunity to learn to read in the mother tongue but had to learn to read in a second language. Consequently they struggled with two processes simultaneously—that of learning another language and that of learning to read.

Other children in bilingual programs do have the opportunity to learn to read in their mother tongue. They have books that are useful for learning to read but they have few, if any, books which awaken pleasure in reading or that sustain interest—books for enjoyment and appreciation. Yet for Spanish-speaking children, who form a large part of those in bilingual programs, there are numerous books published in Spain and Hispanic America. In addition to books by national writers there are books published in Spain which are translated from French, Catalán, German and Italian. Books from the United States are more likely to be translated and published in South America or Mexico. Generally such translations are better than those done in the United States.

In selecting books, accuracy of content, format, and in the case of translations, smoothness, and accuracy should be considered. Many of the newer books are printed on a better quality of paper with attractive illustrations. New modern editions have also appeared of classic children's books and of the works of ConstanciaVigil of Argentina and Rafael Pombo of Colombia.

Nancy Larrick has written:

> When each child reads on a comfortable level, about a subject dear to his heart, reading becomes a pleasure instead of a punishment. But this can only happen when there are many attractive books from which children may choose.

For the bilingual classroom the last sentence might be modified to read:

> But this can only happen when there are many attractive books **in a language that is understood** from which children may choose.

Estoy Reddin is an associate professor, School of Education, Lehigh University, Bethlehem, Pennsylvania.

Adult Education — A Life-Size Challenge

Sherry Royce

The Pennsylvania Department of Education has set as one of its priorities the eradication of illiteracy in Pennsylvania by 1980. This goal presents adult educators and reading specialists with a life-size challenge.

Lancaster-Lebanon Intermediate Unit 13's adult education program has already advanced toward this goal by serving over 4,000 reading-disadvantaged adults in the past seven years. It has been found that the greatest progress can be made when adults of similar backgrounds and academic levels are grouped in informal individualized classes. Therefore, students are assigned to Basic Reading, English as a Second Language, or Preparation for the GED classes.

The Basic Reading curriculum is designed for non-readers through third and beyond. Students are referred from service agencies, institutions, public school specialists, employers, guidance counselors, and relatives.

Evaluation methods are informal and efforts at individualization are extensive. However, a small part of class time is spent in group activity to promote a togetherness feeling. Many basic reading students are motivated to continue attendance by others in class. Most important, affectively, is the instructor's respect for each individual's achievement thus far, while he simultaneously strives to help each adult reach higher.

The English as a Second Language adult brings to the classroom all the socio-cultural problems that he encounters daily at home and on the job. Success in speaking and reading are often dependent on the teacher helping him to overcome his related problems.

Fear, physical handicaps, the problem of aging, and the student's lack of education in his native language are all roadblocks in the path of competancy in a new language. Motivation, however, can be an effective bulldozer. The teacher must identify the adult's needs and interests and teach to them. With this type of support, the ESL student can make real strides in solving his language and living problems.

High school dropouts are not only disadvantaged readers but are also

disadvantaged in terms of job openings and promotions. Adult Basic Education classes help adults prepare to take the General Educational Development Tests which include the Gates Reading Survey, an English 2600 Pre-Test, and the Lancaster-Lebanon math test. Approximately 90% of the adults completing the GED program receive their Commonwealth Secondary School Diploma.

Basic Reading, English as a Second Language and Preparation for the GED classes can be held in varied locations or in a central Adult Learning Center. There are five basic advantages to the learning center: (1) it provides a humanistic approach to individual needs and goals; (2) it allows for flexibility of the program and the schedule; (3) it encourages a diversified curriculum; (4) it promotes social and cultural growth as well as academic achievements, and (5) it leads toward community acceptance of adult education.

This community support is essential if we, as adult educators, are to be supplied with the resources necessary to conquer adult illiteracy by 1980. A successful approach to the problem has already been mapped out. What is now necessary is a proliferation of programs, crisscrossing the state at the local level, providing the manpower necessary to do the job.

Sherry Royce is director of adult education Lancaster-Lebanon Intermediate Unit 13, Don Carl, Irma Drumm, Nelson Glatfelter, and Elizabeth Wile, reading specialists in I.U. 13's adult education program, panel members.

STRAND 3
Research

Research Techniques for Developing In-Service Strategies

Jesse C. Moore

Recent research has shown that a competent teacher is an important factor in successful reading instruction. Teachers, however, often evince weaknesses in a variety of competencies necessary to effective reading instruction. Many school districts provide some form of in-service training for their teachers who are involved in reading instruction in order to compensate for these weaknesses as well as to promote continuous teacher growth. Such programs are often criticized for the lack of results which they achieve.

Relatively little research has been conducted in the area of in-service reading programs. Before truly effective in-service programs can be planned, two relationships must be thoroughly explored. The first relationship is between a teacher's experience and the teacher's classroom behavior, and the second is between what a teacher does in teaching reading and how well his pupils learn to read. Until these relationships are completely examined, attempts at constructing in-service programs will be at least partially haphazard in nature. Actually, there often seems to be little basis for the selection of the components and methodologies in in-service reading programs.

It is suggested that those responsible for in-service reading programs accept a dual responsibility. First, they should familiarize themselves with the existing research on the two relationships. Second, they should engage in on-going research with their own in-service projects.

Although in-service directors should be concerned with both relationships, perhaps the more important one is the first, i.e., the one between teacher experience and teacher practice. By understanding the experiences which influence teachers, better in-service programs can be constructed.

The research on influences on teachers of reading seems to fall into two categories. There have been experimental studies in which the researcher conducted an in-service program and then tested for a change in teacher behavior. Secondly, questionnaires have been used so teachers could indicate their needs for in-service programs. Both of these techniques have provided valuable information.

This writer would like to propose the use of the critical incident technique (Flanagan, 1954) as a procedure for determining the content and methodologies of in-service programs as well as a means of evaluating their effectiveness. Although such uses of this technique have only recently begun to be explored, it seems to have good potential. It, along with the previously mentioned techniques, should be considered

for incorporation into the research program of all school districts seriously dedicated to providing meaningful in-service programs.

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A Review of Selected Factors Which Affect Reading Comprehension

Stephen A. Pavlak

A survey of scientific research, professional literature, and doctoral dissertations on reading comprehension done from 1948 to 1972 was completed. The following four reading factors believed to affect reading comprehension were identified: rate, vocabulary, sentence structure, and questioning and purpose setting. The research pertaining to the four selected factors was analyzed to develop generalizations and conclusions which were then used to formulate a partial construct of reading comprehension. Reading comprehension was found to be a complex process composed of interrelated elements which mature in accordance with the reader's proficiency in utilizing selected factors which are related to the demands of the reading task. Reading comprehension was found to be a process which was tempered by the following: the experiences and ideas which the reader brings to the printed page, the relationship which exists between the oral language patterns and the printed language patterns in the text, the reader's knowledge of the grammatical structures used in the reading material, the depth and breadth of the reader's vocabulary, the types of questions asked and the location of questions in the reading material, the reader's purpose for reading the material, the reader's rate of reading, and the intellectual capacity of the reader.

Stephen A Pavlak is a professor of elementary education, California State College, California, Pennsylvania.

STRAND 4
Critical Reading—Thinking

Generating Expectancies in Reading: Placing the Emphasis Upon Meaning

Richard I. Ammon

Our goal as teachers of reading is to help children become readers who read for meaning. In order to read for meaning, it is necessary for the reader to generate expectancies by focusing upon semantics and syntax. That is, as the reader procedes through a passage, he is making predictions as to what follows in the text. This generative capacity may be illustrated with the following sentence: The captain of the ship told his mate to drop the_____. The word to be supplied in the blank must meet syntactic contraints of the sentence. In this case, it must be a noun, but not all nouns fit. Moon and mirage do not make sense whereas the word, anchor, does.

Several teaching techniques that promote generation and prediction are available to the teacher. Cloze is a technique whereby youngsters read passages in which certain words have been deleted. The task of the reader is to supply the missing words.

The grammatic clozure test of the Illinois Test of Psycholinguistic Abilities (ITPA) provides a model for dealing with syntactic generation. The test is a series of pictures which have corresponding sentences. For example, under a picture of gingerbreadmen are the following sentences:

This cookie is not very good.

This cookie is good.

This cookie is even_____.

Essentially, these sentences deal with irregular word forms. Consequently, the errors children make are usually those in which an irregular word has been given a regular ending (i.e., good & er = gooder).

Oral bombardment is a technique which can aid children in using correct syntactic forms by providing a great amount of oral-aural exposure. To correct for the use of "gooder," the children are presented with the sentence, This_____is better than that one. Taking twins in round-robin fashion the youngsters have fun supplying a word for the blank while at the same time they are hearing the word, better, used over and over again.

The reader who possesses a repertoire of synonyms from which to choose is more likely to make predictions which accurately correspond to the printed message. Therefore, children should be encouraged to generate synonyms, particularly for overworked words such as said, nice, big, etc. (Ammon, 1974). Finally, language experience provides

an excellent opportunity for children to generate entire sentences and complete stories.

Richard I. Ammon is an assistant professor of education, Pennsylvania State University, Capitol Campus, Middletown, Pennsylvania.

Creative Reading: Can It Be A Reality

Nona E. Chern

Reading is a critical and creative process, relating thought with language. Children must be given the opportunity to practice this kind of activity so they can use what they read in new and unique ways in order to deal with life's challenges. It is not enough to just expect one to read for facts alone.

Creativity cannot be taught, but it can be encouraged. It is both content and process. It is open-ended and goes beyond books, classrooms, and curricula. It is an activity that has no time limit and is as diverse in its product as the individuals practicing it. The teacher who allows creative activity in the classroom also recognizes that there is no right answer and through fluency of thought, flexibility of ideas, originality will flourish.

The reality of creativity in reading occurs when the teacher recognizes what reading is. A working definition is first a sensory process—where the child looks at the word, connects the sound with the symbols that represent them, and blends the sound to state the words. Second, reading can be considered a perceptual process. It is here that creative reading is centered. The perceptual process deals with meaning and involves three levels. The first is simple comprehension: to know what the author says—exactly what is "on the line". The second level is interpretive: to read "between the lines" — what the author meant by what he said. The third level: the creative level—goes "beyond the lines" where the reader can predict, hypothesize, and apply what he reads in new situations.

To bring creative thought and effort into the reading lesson, discussion techniques are suggested as the most useful. This gives the children opportunity to brainstorm, interact, and elaborate on ideas stated.

In the pre-reading period, the teacher draws from the children concerns which the story might lend itself—conjecturing from the title, allowing curiosity to flourish.

During the reading period, thinking is centered on the problems and possible solutions as well as hypothesis and predictions based on the facts of the story or article. After the reading, the children deal with the unknowns, suggesting different endings, "what might happen tomorrow", "suppose it were you", and "what might the consequences be".

The children also need to be taught to evaluate what they read according to established criteria of objectivity as well as their own personal feelings

The teacher, as guider and supporter, should (1) be clear in giving instructions and make sure the questions are not fuzzy, (2) view answers in a positive light, (3) know when to withdraw from discussion, (4) allow children time to think, and (5) be as excited about reading as she/he would want children to be.

Nona E. Chern is an associate professor of elementary education, West Chester State College, West Chester, Pennsylvania.

Concept Formation and Teaching of Reading

Sandra Dolan
Richard Fahey

The goals of this workshop were to familiarize its audience with David E. Hunt's thinking and to impress upon the participants the potential of using Hunt's model in the classroom. The team leaders stressed the following points:

(1) The fact that Hunt's paradigm makes it possible to reduce any learning-teaching theory, no matter how complex, to the three basic elements of "Environment", "Person", and "Behavior". A chart from Hunt's Between Psychology and Education briefly describes these three elements as:

Environment	= the instructional approach
Person	= the conceptual level of the student
Behavior	= the cognitive level of outcome

An over-simplified example of the B-P-E approach in action is viewing Kohlberg's theory of moral development as: (a) the **environment** as an open discussion of a moral dilemma, (b) the **person** as being one of six levels of moral development, and (c) the **expected behavior** as a movement from one level of ethical realization to a higher one. Skinner's behavioral principles, Ausebel's Advanced Organizer model and any other of the many existing psychological theories of learning can be fitted meaningfully into Hunt's B-P-E paradigm. Reducing theories to these terms allows educators to perceive, discuss and compare the same qualities.

(2) These three elements of "Environment","Person", and "Behavior" must be considered whenever planning to teach any concept. The typical lesson plan format of "objective", "procedure",

"materials", and "result" can be molded into the B-P-E construct. The advantage of expressing lesson plans in this way is that it relates more closely to the question "What approach is likely to be most effective for this student to learn a concept?" Studying this question through the B-P-E model can provide useful insights into the teacher's specific circumstance.

(3) It is within the domain of the teacher to manipulate "behavior", "environment" and "person" to produce more efficient and profound learning. Hunt's model says this clearly and focuses the instructor's attention on the essentials. Hunt's model helps the teacher break down the many factors present in every learning situation to three, all-conclusive units.

Sandra Dolan and Richard Fahey are staff members, Department of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

Critical Thinking — Reading in the Young Child

Marjorie Seddon Johnson

Any reading or thinking which involves more than mere assimilation and retention of ideas should be viewed as acts of creativity and the use of critical or evaluative powers. When this broad view of critical reading and thinking is espoused, it is obvious that even very young preschoolers are capable in this area. Teachers might well advance the critical reading abilities of their pupils most successfully by examining carefully the evidences children show of thinking critically about their environments and by helping them to apply their thinking abilities in reading situations.

When a child selects play materials for a particular activity, he gets out only those which are appropriate. Even if others accidentally fall into the group he has assembled, he ignores them. When he does this, he shows that he is capable of making judgements about relevancy, about various types of categorization, about relationships among objects and ideas. Direct parallels of these types of thinking are required in reading. If one remembers that the child has shown his ability to make appropriate selections, it can serve as the basis for helping him select reading materials which will help him solve a problem, get the meaning of a word from a context clue involving categories, or perceive the relationship between a main idea and supporting details.

In addition to knowing and using the child's present accomplishments, the teacher who values critical reading and expects it of young

children must be aware that critical thinking-reading will not occur in a child unless he has developed certain necessary attitudes, and that automatic transfer of his critical thinking abilities to reading situations is not guaranteed and, in fact, can be thwarted. Further, critical reading and thinking will be perpetuated as a behavior only if it is satisfying to the individual who does it.

Translated into action steps, these aspects might have these implications:

First, teachers must listen to and consider seriously the critical and creative ideas their students produce. Teaching is stimulating and guiding thinking, but more than that, it also involves helping students to evaluate their thinking, use it, and test it out in real situations.

Second, teachers must avoid practices which do not put a premium on raising questions or solving problems. Instead, they need to set an example by asking, and seeking from children, questions which are challenging to explore.

Third, teachers must treat reading as a thinking activity — one involving the search for and manipulation of ideas. Particularly to be avoided are practices which put a premium on "correctly recognizing" individual words and phrases without reference to the ideas they represent — thereby promoting the idea that reading is a speech sound-production process rather than an exploring of ideas.

Finally, teachers must plan to have each reading experience for each child be one which stimulates him intellectually, provides the opportunity for him to experience the satisfaction of dealing with interesting ideas, and builds his self-esteem. When this is the case, he will seek out further opportunities for doing critical and creative reading as a normal part of his life.

Marjorie Seddon Johnson is chairman, Psychology of Reading Department and director, Reading Clinic, Temple University, Philadelphia, Pennsylvania.

An Administrator's View of the Reading Program

William E. Keim

The development of effective communication skills is one of the major objectives of educational programs in schools throughout the nation. Although communication skills include listening, speaking, reading, and writing, historically reading instruction has been considered the most important area of the curriculum. Skill in reading is necessary for a child's success in every area of the curriculum.

Reading instruction has become a national issue during the past few years. The Right to Read Program has been launched as a national effort to improve reading instruction. Personnel in local school districts

have also devised programs to improve achievement.

To cope with the crucial issues in the teaching of reading, it is the responsibility of the administrative staff members of school districts to analyze and interpret the problem in terms of the district's philosophy, goals, and needs and in terms of the current available research. Long range plans must be devised to implement a program in which consideration is given to the progress and characteristics of the learners, methodology, technology, and teacher effectiveness.

Administrative staff members must assume leadership responsibilities for the school curriculum as a whole. The staff is responsible to establish an attitude and an atmosphere in the school district which will enhance a quality educational program. Administrative staff members are responsible to provide optimum learning situations to assist each child in learning effectively in all areas. Adequate supervision and staff development programs are a necessity. Adequate provisions must be made for resources of time and personnel. Needless to mention, the administrative staff is responsible to secure funding for programs. These responsibilities can best be achieved through the combined efforts of the administrative team.

Crucial issues in the reading program are the time and methods used in beginning reading instruction, achieving early independency in reading, using effective study skills, and promoting reading as a life-long habit. From the research, we conclude that the classroom teacher is the single most important factor in reading achievement, that diagnostic teaching is necessary, that all children cannot be taught by one method, and that teaching should be carried on by enthusiastic teachers who are trained in identifying reading skills and matching pupils with appropriate techniques and materials.

It is vitally important for every school district to develop an effective reading program. Attainable goals which are congruent with long range purposes must be defined. The program must extend from the pre-school through high school and provide reading instruction with extended practice in all areas of the curriculum. Appropriate programs for integration and maintenance of reading skills are a necessity. Provision must be made for the continuous evaluation and improvement of reading instruction.

There is much excellent teaching of reading occurring in school districts. It is our responsibility to make certain the public become cognizant of the fine gains being accomplished.

William E. Keim is superintendent of schools, Pennridge School District, Perkasie, Pennsylvania.

Don't Swallow That — Read Critically

James W. McKay

Bacon said it so well centuries ago without advance knowledge that we would be deluged with printed materials in the 1970's:

> "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

The naivete and gullibility of the American public have attained world renown. Salesmen, propogandists, politicians, advertisers, reporters and others have a field day with Americans, in part because we are nice, but more because we do not observe, listen, read, or think critically often enough.

Teachers, especially reading teachers, can and should do something to improve this situation.

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Children's Literature: A Process for Self-Discovery

John C. Northrup

"In succumbing to all the trappings of an affluent society we have, it seems, given our hearts away and in so doing have lost much of our internal validity, blunted our discriminating abilities, and sunk to a level of casual indifference toward our fellowman." (Fry, 1968.)

Major themes in much current literature, including popular, professional, and artistic, have focused upon the dehumanizing aspects of modern society. Many have found the meteroic pace and excessive demands with their pervasive emphasis upon external validity to be overwhelming and have submitted to the subtle crushing of their psychological bones. Others have made a separate peace and live out lives of quiet desperation. Still others rage against the dying of the light and actively seek meaning through experience and the discovery of self. This search for identity is particularly alive and well in the hearts and minds of children.

These children come to us in a variety of conditions. Some arrive as severely damaged merchandise, requiring special support in areas of social and emotional development and various pedagogical concerns. We meet others who are alert to the newness of their environment, are eager for challenge and change, and sensitive to the meaning found in experience.

The situations these children encounter also have a broad range. They may be greeted by the mass of humanity of the over-crowded classroom staffed by a disinterested, over-worked, under-trained teacher whose major concern is survival — his own.

On the other extreme, the child may discover a place alive with color, light, and curious corners. From this environment the child hears, "Explore me, touch me. Discover!" All need to be directed toward a

critical examination of self values and environment and toward a process of continued identity awareness.

The options available to the modern educator to facilitate this process are utterly boundless. One element which offers unique possibilities in assisting children toward a continuum of becoming a self-discovery is children's literature. Through careful guidance, enthusiastic presentation, and keen sensitivity to individual interests and backgrounds, the skillful teacher can lead children to a heightened awareness of self and to an openness and acceptance of experience. The strategies required include an environment in which the child is free to explore perceptions, looking for their validity and new meaning, and in which situations are structured to facilitate this process. Of crucial and fundamental essence to this procedure is the teacher's ability to guide children through inquiry techniques to explore higher levels of meaning in both cognitive and affective domains and the relationship of this experience to self.

The person who is in the process of becoming is a human being in flow, in process, rather than having achieved some state. He is sensitively open to all of his experience—sensitive to what is going on in his environment, sensitive to other individuals with whom he is in relationship, and sensitive perhaps most of all to the feelings, reactions and emergent meanings which he discovers in himself.

The creative sharing of literature for children can be a fundamental experience through which the skillful teacher can facilitate the child's participation in identification, catharsis, and ultimately self-knowledge. Perhaps the whole thing is best summed up in what Huxley meant when he wrote, "Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting."

John C. Northrup is an assistant professor, Kutztown State College, Kutztown, Pennsylvania.

Factors Which Promote and Impede Comprehension Grades 4 - 8

Lillian R. Putnam

Imagine language arts as a continuous wheel or circle, with the two expressive spokes of "speaking and writing" linked to the two receptive spokes of "reading and listening" through the central hub of vocabulary. Development of comprehension must encompass the other spokes. Children progress basically through three levels of learning: sensory, verbal, and graphic.

Comprehension is always facilitated when we return to the basic sensory level. It cannot be separated entirely from decoding; therefore,

primary requisites for comprehension include placing the child at his correct instructional level, and teaching difficult concepts and vocabulary.

Directed reading activities are helpful. Vocabulary development is painless when done through humorous use of "foreign root" words and double entendre. Comprehension is promoted directly by the various levels of questions teachers ask. The factual, interpretative and critical types of questions can be related in achematic form to the various levels of thinking developed. The levels of thinking relate directly to the different levels of discussion. Good discussions in turn elicit new questions. If divergent thinking is initiated in kindergarten via cartoons and pictures, it is more easily developed in reading in later grades. Predicting the outcome of a story and comparing it to the author's version promotes critical thinking, testing of reality, imagination, and general comprehension. Teachers should avoid telling a child to express the main ideas of a passage, and, instead teach him precisely how to do it.

Many illusive factors impede comprehension despite the above preparations: (1) vocabulary—based on limited personal experience. (2) sense of chronology—incompletely developed until approximately age 12, causing problems in social studies. (3) figures of speech—metaphors are particularly difficult. Hyperbole is frequently taken literally. (4) parts of speech—words functioning as both nouns and verbs but known only in one aspect. (5) polysemantic words—some words have as many as 15 different meanings. A child knowing only a few common meanings is confused. (6) concept difficulty—readability formulae fail to evaluate concept difficulty. Teachers observe material composed of short, easy words and erroneously conclude the concepts and comprehension are easy. Profound concepts can be expressed in simple terms and remain unseen and neglected. Concept difficulty cannot be judged by "little words."

If teachers recognize these problems and return to Level I—the sensory level of learning and teaching, many comprehension problems can be prevented.

Lillian R. Putnam is director, Reading Clinic, Kean College, Union, New Jersey.

STRAND 5
Word Analysis

Spelling: Practical Application of the Theory

Lee R. Rhodes, Jr.

There is an extensive amount of research related to spelling instruction. This presentation was designed to translate this information into classroom practice. Included in the presentation were opportunities for the participants to engage in instructional activities. Participants were given a spelling test, and an instructional program was built around the words in the test. Use of the tape recorder as a study tool in spelling, contracting to individualize, games for teaching spelling, and evaluation schemes were incorporated in the presentation.

Lee R. Rhodes, Jr., is assistant executive director, Lancaster-Lebanon Intermediate Unit 13.

Let's Focus on Word Analyzers

Earl K. Siler

This paper is based on two assumptions. First, every teaching/learning experience involving word analysis has three components: the skill to be taught and, or, applied; the unknown words to be analyzed; and the word analyzer (learner). The second assumption is that present learning is an outgrowth of previous learning. If the latter assumption is valid, then effective mastery of word analysis skills is most likely to occur when the focus is on the learner.

This is not to suggest that the function of the other two components should be ignored, but recognizes that current level of skill and concept development (learning) must be assessed through the analyzer, and that any manipulation of strategies or words must be meaningful to the learner.

Effective learning of word analysis strategies is dependent upon mastery of specific prerequisite skills. For example, teaching the association between the initial sound of sun and the letter "s" would be an exercise in futility if the learner did not know that sun and toy begin with different sounds.

The formation of the s - /s/ symbol-sound association does not complete the learning of this skill. The analyzer must learn to apply this association in decoding unknown words. For example, if had, bad, and mad are known words, the student should be guided in combining his knowledge of the s - /s/ association and his knowledge of the three

known words to read the sentence: "We were sad when our dog ran away."

Two interrelated conditions are necessary to focus clearly on the learner. First, an environment must be created in which the learner has a wide variety of contacts with language in its spoken and written forms. In addition the learner must feel free to participate in this environment without fear of failure. Secondly, a plan must be devised for observing the learner's interaction with this environment. This plan should include provisions for assessing the learner's concept development, oral language facility, attention span, and tolerance for failure. It should also include a careful analysis of oral reading behavior to determine: which cue systems, within the word and within the context, the reader is responding to; and his strategies for coping with decoding errors.

On the basis of these observations the learning environment may be modified and new observations made leading to additional modifications and subsequent observations, etc. This continuous focus on the analyzer should result in more effective and humanistic teaching/learning experiences for both the teacher and the learner.

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Let's Teach Word Recognition Skills So They Stick

Phyllis W. Smith

In teaching word recognition skills so they stick, lessons focusing upon personalized phonics and structural elements are of prime importance. Emphasis should be placed upon the knowledge each child possesses. Thus, the development of auditory and visual discrimination skills, and the application of context and experiential clues as they relate to each individual should be considered in lesson planning. It is from such planning that a concern for humanism in the classroom is reflected.

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STRAND 6
Organizational Arrangements

The Use of Multi-Approaches in Reading Program for the Implementation of Small Group Instruction

Emily DeCicco

The Homer Center reading program was developed upon the philosophy that children have a variety of learning styles; therefore, a variety of teaching strategies are needed to meet these styles.

The Reading Center is used daily by the teachers and students in grades one through six. The teachers utilize the room with their class and with the help of graduate interns from Indiana University of Pennsylvania's Elementary Education Department.

There are five different areas within the Reading Center. Each area involves a different task or activity. These include: (1) Area A involves individualized reading programs and programmed approaches. (2) Area B emphasizes comprehension skills. (3) Area C is the listening center. (4) Area D deals with work recognition skills and linguistics. (5) Area E is devoted to the language experience approach.

Along with the commercial material, each area contains supplementary material developed by the teachers and students themselves.

The reading center is conceptualized as a center for the development and application of reading skills. Centers B, C, and D are viewed as developmental centers in which the focus is upon learning to read. Centers A and E focus upon application of reading skills, or reading to learn.

A variety of prescriptive tests are administered during the school year. The diagnostic work-up serves as a measure of the instructional strengths and needs of each student. In terms of grouping, it is important to note that the groups change as skills and needs are met.

Each student has a file folder which reflects his daily work in the center. The students are encouraged to function as independently as possible and to assess their own progress at the end of each session.

There is a great deal of parental involvement in the program. Parents are advised regularly of the children's progress. There is also a parent advisory committee which works directly with the staff in the reading center.

The Elementary Education Department of Indiana University of Pennsylvania works with Homer Center in both the design and implementation of the program.

One of the highlights of the entire program is the manner in which both faculty and students have approached the reading center. The teachers are very competent and creative. As a result, the students have achieved a sense of independence and joy which is reflected in both

their desire and ability to read.

Emily DeCicco is an associate professor, Indiana University of Pennsylvania, Indiana, Pennsylvania.

Organizing for Learning: Humanism in the Reading Program

Soledad P. Gillespie

Periodically the field of education is influenced by a great change in focus (or fad, if you do not like the change). At this time, the forces of the behaviorists are storming the fortress of reading as never before. This is not a new battle but never before have the behaviorists been able to marshal such might. Many of us who develop reading programs are alarmed; we want humanistic not mechanistic readers.

First, let me say that even those with whom you may disagree on virtually every point may indeed want the same outcome that you want. It is the method and possible outcome that causes such concern in the humanistic camp. Regardless of philosophy, an initial planning question is, "What outcomes do you expect as a result of this program?" The outcomes, obviously, will depend upon current status, resources, and time. So that determination of current status must precede further, concrete planning.

Second, determine the resources available. This takes real team work. Those who are to be involved in the changes should participate in the planning. Remember, your greatest resources are human.

When the planning group has determined need and general resources, then you need to determine objectives. It is at this point that, in my opinion, the behaviorists can be of great value. Most of us who are humanists could honestly benefit from the exercise of thinking through exactly what we hope to achieve in a given program. We need to write these things out on paper and study them in a rational way. One of the good things about this approach is that the objectives are always stated in terms of what the child is to learn.

The most vital element of this type of planning is that the enabling objectives must be in humanistic procedures; otherwise, we could teach computers to read. They could scan faster and do a comparable job of interpretation. Ideas gleaned from Kohl's READING, HOW TO and Ashton-Warner's SPINSTER can be stated in behavioristic terms. The ideas still sparkle with unsuccessful readers. And Fernald's ideas work very well within this framework.

Some planning must precede instruction. After the program has begun and the students understand the purposes, diagnosis should be the first major step in implementing the program. Let the youngsters have as major a role as possible in planning the specific nature of the

materials, the pace; and the degree of mastery in the learning, but be careful in not allowing goals that are too easy.

Throughout the year the teacher should monitor the progress of each student and group and generally keep the program operating efficiently. The success of the program should be determined by the criteria originally agreed upon. If the program is to be continued, a careful evaluation of strength and weaknesses should be undertaken.

There is a place in humanistic reading programs for some behaviorism. I hope there will always be a place in behavioristic programs for humanism. Each can grow and improve itself from contact with the other.

Soledad P. Gillespie is a reading supervisor, School District of Philadelphia, Philadelphia, Pennsylvania.

The Effective Use of Paraprofessionals through Programmed Tutoring

Phillip Harris

Programmed Tutoring, a technique which has proven effective in the teaching of disadvantaged children, especially among problem readers and non-readers, provides school districts with an effective supplement to classroom teaching.

One of the unique features of the technique is that it can be carried out by paraprofessionals of limited educational background. Aides, who receive between 9 to 15 hours of group instruction supplemented with on-the-job training, are taught specific procedures for teaching the recognition of letters and words, the use of phonic rules and context in word analysis, and the reading of words, sentences, and paragraphs with understanding. The procedures for teaching are carefully planned by (1) detailed instructions (programs) which the tutors follow to the letter, (2) teaching materials, and (3) the pattern of successes and failures of the children. In addition, provisions are made for individualization so that each child progresses at the maximum rate of which he is capable. Thus, each child moves quickly through material which is easy for him but slows down on those skills which he finds difficult.

The tutoring procedures are based on the discovery model. Each reading task is clearly presented in a series of examples carefully controlled for difficulty. The child is given help, but never more than is absolutely necessary for him to achieve success on his own. Success is consistently reinforced by appropriate praise, but failure is deemphasized and recognized only to the extent necessary for the child to know that he has not yet achieved success.

These techniques have proved very successful with disadvantaged children, including slow learners and those who do not speak English.

Extensive field tests have been carried out in some 50 school systems throughout the country, involving approximately 1500 tutors and 15,000 children. Comparisons of matched tutored and untutored control groups have shown that Programed Tutoring consistently produces large gains in reading achievement. It has reduced the proportion of nonreaders in the disadvantaged population from approximately 10 percent to less than 1 percent, and it has reduced the proportion of first-grade failures and assignments to special education classes by 40 percent to 70 percent.

The effectiveness of Programed Tutoring has received national recognition. In a survey of over 1,000 Federal projects, the National Advisory Council on the Education of Disadvantaged Children selected the Indianapolis Programed Tutorial Project in Reading as one of 21 "Successful Compensatory Educational Programs." Project TUTOR in New Albany, Indiana, which successfully used under-achieving high school students as programed tutors, was given an Innovative Project Award by the President's National Advisory Council on Supplementary Centers and Services.

Phillip Harris is director, Programmed Tutoring Project, Indiana University, Bloomington, Indiana.

Open Education — Teacher-Student-Content

Gary Jones
Jack Pflum

Open Education is a much maligned topic. This is unfortunate as it is such a consistently humanistic approach to education.

A focus on open education immediately brings into mind the term individuality. In consideration of a student's needs, an individualized communication skills program must reflect a flexible curriculum designed to meet existing student ability. The teacher-student relationship will be highlighted with an eclectic view of approaches to individualization. For example, The Language Experience Approach to the teaching of reading follows those principles relevant to maintaining the open concept. Individualization is inherit in the LEA concept. When one considers the variety of differences in any given first grade classroom it becomes apparent that published materials may not meet existing cognitive styles, background of experiences or speaking vocabulary. LEA provides for each learner's needs.

Since an approach to individualization based on eclecticism provides many opportunities for teacher to child and child to child interactions, perhaps it will finally be possible to develop open communication in our schools and society through children who communicate openly.

Gary R. Jones is director of reading, Carlisle Area School District,

Carlisle, Pennsylvania. Jack Pflum is director of the Laboratory School, Millersville State College, Millersville, Pennsylvania.

Management of the School Reading Program

Reeda Kravinsky

This paper examines in detail the steps that produce a functional school reading program using managerial strategies. Four steps are discussed: (1) planning, (2) organizing, (3) monitoring, and (4) evaluating.

District Seven principals have assumed an active leadership role as managers of the reading programs in their schools. At the planning stage they identify and define objectives and then make decisions based on priorities within the parameters of real or "premised" constraints. Then they accept their existing model, modify or create a new one. In this organizational phase, an integrated system of activity and authority relationships is developed.

The third step is a monitoring one. Our principals establish communication between themselves and members of their organizations in an oral or written manner. The framework may be staff meetings, committees, or individual contact.

One powerful tool available to our administrators is marginal analysis. Small (marginal) changes in the inputs of a school are made, holding other inputs constant. It is then possible to examine the effect of the small change on the school output, or product. This is in concert with management as involving allocation of resources to enhance productivity. We use this strategy both at the district and school levels.

The final managerial step is evaluating initial decisions established by the plan and then revising, altering, and modifying it. Many of our administrators subscribe to the theory that how, when, where, and by whom an approach is implemented may be of greater importance than the thinking that went into the original plan. Therefore, this final step becomes perhaps the most meaningful one. These questions are asked: As a result of this plan, what changes in teacher behavior have I observed? Are these changes affecting the pupils in the affective and/or cognitive areas? What are our test scores—informal and formal—showing in line with the other two questions? Does the program itself or the strategies to implement it need revision? In order to use human and material resources wisely, it is essential that no one discard an entire program if some of its components are functioning and others may easily be made operable with some modifications.

Reeda Kravinsky is reading project manager, District Seven, School District of Philadelphia, Philadelphia, Pennsylvania.

Going Beyond the Basal Text: A Process Learning Station Approach to Instruction

John H. Litcher

The term "process" is most certainly an ambiguous educational term. It has been used in a multitude of ways to describe everything from the general thrust of education to specific learning skills.

Borton, in Reach, Touch, and Teach, (1970) defines "process" as a way of doing. Process has form and structure, a way of operating, a purposive behavior. Processes allow individuals to connect the information received to new responses — actions, dreams, feelings, thoughts.

"Process" learning stations provide a means to develop process skills in a reading program. Four types of learning stations may be identified in order to provide a variety of purposes for the "process" learning station in addition to the purpose of involvement in, and the development of, process and reading skills. The four types of stations are the enrichment station, the reinforcement station, the motivation station, and the correction station.

The enrichment learning station can be used to stress a particular learning process and provide a place where students may go to gain additional knowledge on a particular topic or skill.

The reinforcement learning station should serve as a place where a particular learning process and supplemental activities to small or large group teacher-led lessons are provided.

The motivation learning station should stress a particular process and provide the teacher with a means of motivating the student for a new area of study, an area of study presently being covered in the reading program, or motivation for individual continuation of an area of study being completed.

The correction station may be used to provide additional assistance in some work-study skill.

The following format for the development of any type of learning station is suggested:

Step 1. Identify the type of learning station. Begin by identifying a process and that particular area of the reading program to be combined.

Step 2. Identify the purpose of the learning station. The purpose of the station has been previously described. "Process" learning stations combine the learning of a process with enrichment, reinforcement, motivation, and correction.

Step 3. Identify objectives for the learning station.

Step 4. Sketch the "process" learning station. Sketching of the station is desired for the purpose of identifying material needs.

Step 5. Identify the "process" learning station. This step is designed for the teacher.

Step 6. Identify the directions necessary for the student, the method to convey the directions, and the students who are to use the station.

Step 7. Identify the method to be used to evaluate the effectiveness of the "process" learning station.

Step 8. Follow the first seven steps **and** experiment.

Learning stations provide a means to develop process skills in a reading program. Reading teachers can implement a successful learning station program that combines process and content from a developmental reading program. "Process" learning stations may be enrichment stations, reinforcement stations, motivation stations, and correction stations. Whatever the type, a learning process is identified and developed. The identified learning process is further developed through the use of content from a developmental reading program in the areas of word recognition, comprehension, library and study skills, critical reading, and oral reading.

John H. Litcher is an assistant professor, Wake Forest University, Winston-Salem, North Carolina.

Reading — Language Arts in the Open Classroom

Christopher R. Mare

It may be that Americans are not gifted in the use of language; we talk constantly but generally not well, certainly not beautifully. In fact, we place a premium on verbal "short cuts", ways of saying or writing things that require a minimum of words on the part of the speaker or writer and often, a minimum of responsive thought from the listener or reader.

Paradoxically, we find ourselves in the midst of a movement towards open or individualized learning, a process which can be successful only when teachers are most articulate and keenly aware of the subtleties of language development and usage. Indeed, many American classrooms provide children with language deprived environments. Within these barren language environments, modern methods, those which rely upon the natural development of language skills, are doomed to failure. We forget that it is only in rich and varied language environments that children can adequately develop language skills. Most teachers need guidance and training if they are to provide vital, growth producing language environments.

We are saying, then, that it is not sufficient to abandon the artificial, abstract methods of language instruction that have been characteristic of American education and replace them with collections of children's literature and good intentions. Teachers need bridges to assist them

in building the skills necessary to help children become literate. In order to begin to reap the advantages of individualized learning while teachers themselves are learning, it is necessary to develop appropriate strategies to provide the structure and organization that will allow teachers to work with children in a more open way.

Among a number of teaching strategies that we use, we have found three basic strategies to be most productive. These include: the Morning Letter for beginning readers, multi-sensory learning centers, and early and continued writing. Each strategy incorporates the basic language experience process. As we define this process, all language experiences begin with the learner's active participation in a stimulating experience. This experience must be discussed at length by the teacher and students. Some form of observation, exploration or experimentation follows and throughout, discussions must continue. These discussions usually produce the need to read for information or for insights necessary to reinforce observations. The process is not complete until each student has written his or her findings, feelings, explanations, etc. Each strategy, then provides children with language experiences in listening, speaking, reading and writing.

Christopher R. Mare is coordinator of language arts, State College Area School District, State College, Pennsylvania.

Meeting Children's Needs Through Flexible Grouping

Michael A. Rocca, Jr.

A major criticism of grouping children into three instructional reading groups—fast, average, and slow—has been that this grouping plan is not flexible enough. While it is true that three instructional groups are intended to care for the level needs of children, they do not take care of the children's particular needs. A teacher may want to spend part or all of some days meeting children individually or meeting a succession of groups of children who have a common difficulty, need, or interest. There may also be times when a teacher wants to teach the whole class a skill which is new or perhaps needs reinforcement. Therefore, in order to meet the individual needs of children, it is expedient that a teacher establish a plan that includes the multiple grouping of children for different purposes. A suggestive plan for grouping children for different purposes could include the following: (1) whole class instruction, (2) an instructional group organized by level, (3) an individual working with teacher on a one-to-one basis, (4) a tutorial group which is aided by a child, (5) a group organized by a special need that the children have in common, (6) an interest group organized by a common interest, (7) a group teamed for moral support and mutual help, and (8) a research group organized by curiosity about a specific topic or question.

This suggested plan for grouping children can be utilized by a teacher in the classroom as a means of meeting the individual needs of children. The plan provides for alternative grouping procedures which are necessary concomitants for establishing the flexibility that is so vital in a learning situation.

Michael A. Rocca, Jr., is director of reading programs, Edinboro State College, Edinboro, Pennsylvania.

STRAND 7
Media

TV an Aid to the Reading Program

John W. E. Harvey

Since becoming reading supervisor my thoughts have turned to the objective of just how do you help improve the reading program for a school district, K through 12. A review of the literature revealed a variety of suggestions ranging from observing teachers to providing in-service training. After much consideration, it became apparent that an area of immediate concern was that of utilizing teachers as their own consultants. This, it seemed to me, was a resource yet untapped to any large degree.

By coincidence, at about the same time as my taking over as the district reading supervisor, the teaching staff throughout the district agreed to implement the concept of the open classroom. In working toward the improvement of instruction, the use of video taping was employed. Through the use of this technique, staff members were afforded the opportunity to observe each other at work and to criticize their own teaching in private.

My role in the production of the tapes was that of coordinator, but an even greater role was played by the district audio-visual coordinator. It was he who directed the in-classroom taping operation.

The first series of tapes were made using a reading resource teacher at work with her class. In subsequent tapings, the classroom teachers were involved with their classes. To date, nine tapes have been produced, and others are planned for the future.

The finished tapes are being utilized in a variety of ways. They are being shown before parent groups, ESEA parent council, teacher workshops, college graduate classes, reading conferences, and the school board. Although it was not my intent to show the tapes in the ways mentioned, the demand for them was greater than expected. Since the quality of teaching is superb, no criticism has been forthcoming. I feel that the whole project has been worthwhile, and it is something we all look at with a great deal of pride.

John W. E. Harvey is reading supervisor, Sullivan County School System, Sonestown, Pennsylvania.

Humanizing and Refining the Elementary Child's World With the Newspaper

Nancy S. Hoff

A basic aim of our educational system at all levels is to prepare young people to be effective citizens. Citizenship encompasses one's entire life—from the active student period, as a voter, a parent, and a member of society that confers responsibilities as well as rights. Finding effective methods to teach citizenship in our present day complex and changing society is a continuing challenge to the educator. The daily newspaper is a tool of instruction made to order to strengthen programs of civic education. Our free society depends upon a free electorate, and teaching students how to read and understand the newspaper is one way to informed citizenship.

The newspaper motivates children to read, observe, gather and organize facts, detect bias, think cirtically, and come to reasoned conclusions. Is this not the basic aim of education? Great numbers of American adults are poorly informed. Children must be taught to read with greater insight, so that graduation from high school should mark a new phase and not an end to education.

The newspaper is a living textbook—new, alive, and excitingly different each day. It runs the gamut from humor to tragedy, from health tips to what's playing at the local theater. It's a source for studying the changes occurring in our language. It enables students to evaluate good writing and observe the power of well written communication, and, if need be, tear poor writing to shreds.

The usefulness of the newspaper as a learning tool is unlimited. It enlarges vocabulary, teaches grammatical form, can enrich a math lesson, encourages independent thinking, and provides documentary material for future reference. It enlarges the child's world as he finds out what's happening when it happens.

Better newspapers will come from public demand. Teachers can help create that demand—in themselves and in the students they teach.

Nancy S. Hoff is an elementary school teacher, Northern Lebanon School District, Lebanon, Pennsylvania.

Activity Centered Learning for Grades One through Four

Kathleen R. Kelley

An established principle of education is that reinforcement of learning occurs by repetition of concepts and skills through school activities. Another equally recognized principle is that repetitive activities, if not properly structured can lead to boredom on the part of the learner. These principles raise the issue of how a teacher can effectively reinforce concepts and skills taught to the child without causing him to become bored in the process.

Traditional reinforcement activities have included isolated drill, dittoed worksheets, and flash cards, etc. These are basically visual

activities involving written or verbal responses. Although these types of activities could accomplish the desired results, it became evident that interest in the activity would quickly wane with many children. Educators responded by creating reading games (Lotto, Dolch Games, etc.) which are reinforcing in nature and more interesting to the learner. However, the disadvantages of commercial reading games are that they are limited in scope and are not particularly geared toward individualized instruction.

Again, educators respond to the problem by developing the activity centered approach to reinforce concepts and skills. Activity centered learning not only encompasses many of the visual activities previously mentioned, but also includes activities involving other avenues of perception—kinesthetic, auditory, and olfactory. These types of activities create a higher interest in performing tasks which reinforce previously taught concepts. They also provide greater variety for the child's instructional menu. Finally, activity centers allow the teacher to reinforce on an individualized basis. The child can become involved in an activity center as his own rate of learning allows him.

All children might not benefit from an activity centered approach. Some children still require the more traditional methods. Although research to date has not conclusively shown the extent to which children benefit from this approach, it does offer a stimulating alternative to reinforcement in the classroom.

Kathleen R. Kelley is a reading resource teacher, Hempfield Area School District, Greensburg, Pennsylvania.

Developing Teacher-Made Games for Integrating Media Centers into Literature Program

Margaret Tassia

Many people question whether or not the Media Center has a role in the literature program. I contend that it not only has a role it provides the basic content of the entire program. Basal readers and anthologies can only begin to develop the goals of the literature program—to establish a life-long interest in the world of books. The Media Center humanizes and provides for individual differences.

Reading guidance is one way of integrating the media center to the literature program. It is in this area the media specialist has a claim to the title of teacher, by using his/her knowledge of students both as groups and as individuals. The media specialist must be aware of all student's interests, abilities, goals, reading levels, and concerns. This can be accomplished through day to day contacts, observations, and team planning.

I approach reading guidance with groups by tying it into a classroom project or activity—eg.

When children were planning outdoor education units, the Media Center integrated nature poetry and writing of poetry with photography. The result was a sound-slide program on nature poetry that represented the children's feelings about outdoor education.

The Media Center also uses games, riddles, learning activities packet, etc. to introduce groups to types of literature. Some examples were displayed and discussed—eg. Robin's Adventures, based on Door In the Wall, Bluebeard's Fantasy, and Authors, to name a few.

Individual reading guidance is approached thru reading contracts, learning stations, learning activities packets, individual follow up activities.

The Media Center resources are the basic content of the literature program. It is a learning laboratory for skills such as listening, speaking, and reading.

Media Center has a dynamic role in teaching children to listen. Their first experiences should be through story telling, plus this provides older children with opportunities to develop speaking skills when they become story teller. (Sample Learning Station on story telling was displayed.)

Quality literary recordings may be some student's only exposure to quality literature. Therefore, the Media Center has the obligation to provide and guide the individuals.

Research has proved that children exposed to libraries in elementary school have advanced much farther scholastically than those who have no exposure to the resources. The necessary inquiry skills become a major part of the media center's program blended through careful planning with the teacher's classroom skills. We do much of this type of skill teaching when individual or small groups are ready for it—not by scheduled classes—much is accomplished through games, such as alphabet fish, alpha-roulette, Dictionary Mountain, atlas games, Trivia, Aunt Maggie.

Learning packets have been developed on necessary inquiry skills which help individualize the program.

The Media Center has the same goals of the literature program, that is to develop a life long habit and interest in reading.

The Media Center can personalize a child's introduction to books and foster a delight in reading—but not alone! Cooperation from teachers is needed, teachers who accept media specialists as teachers first, as members of an educational team, planning for groups and individuals.

Margaret Tassia is director of the Media Center, Elizabeth Jenkins School for Children, Millersville State College, Millersville, Pennsylvania.

A Means of Improving Children's Attitudes Toward Reading Through Audio-visual Projects

Rose Tripodi

Motivating a group of intermediate students reading below grade level in their basal readers is not always an easy task. Just to involve these types of student in pursuing new and different reading activities can become a trying experience.

In an attempt to solve the problem of the reluctant reader, it was decided to begin with a teacher-pupil planning session. From this initial effort came the decision to explore the possibility of film making. Subsequently, three steps evolved as essential features in the program. These included: (1) individualizing the student's reading assignments using paperback books of interest, (2) incorporating ideas discussed in individual conferences about the books in creative writing, and (3) editing the stories, planning scenes, and developing art work in preparation for filming. The latter segment cut across curriculum areas involving art, math, and all aspects of the language arts. A "movie day" was scheduled and parents, and classmates were given an opportunity to view the films. The success of the project and the importance of student-produced instructional materials was demonstrated by the student's enthusiasm and renewed interest in reading.

Rose Tripodi is a reading specialist, Indiana Area School District, Indiana, Pennsylvania.

The Paperback and Media in the Reading Program

M. Jerry Weiss

Reading programs for modern youth should recognize the impact of media on teachers and children. Most individuals respond vibrantly to the thrilling and romantic moods and events as portrayed on television and in films. James Taylor, Helen Reddy, and Chicago are household words to a generation raised with benefit of AM and FM, stereo—or quadraphonic equipment. Sounds and pictures bombard us with an avalanche of experiences, offering new heroes in the forms of Kojak, Columbo, Mannix, Rhoda, Edith and Archie, and others who dare tackle the fickle fortunes of fate as provided on earth or in outer space.

The three-week Cinema Institute at Jersey City State College, New Jersey, (offered for the past five summers) has more than suggested the merger of media and print cultures in developing a more literate society. Movies and kinescopes of outstanding television shows, all related to books, are shown in class to stimulate discussion, expand experiential backgrounds, and to stir an interest in developing thematic

reading units designed to develop skills, active and creative involvement, critical thinking, independent studies, sensitivity to the nature of languages and experiences of theatre, film and television art and the literary world. (See, for example, The College Reading Association Monograph, NEW PERSPECTIVES ON PAPERBACKS, available from Strine Printing Company, 391 Greendale Road, York, Pa., 17403 — $2.00.) The showing of "The Lorax" (available through BFA Media) stirred teachers' imaginations in dealing with such subjects as "Ecology," "The Wonderful World of Animals," "If I Could Talk To The Animals . . ." Reading lists included WINNIE THE POOH (Dell), PADDINGTON TAKES THE AIR (Dell), JONATHAN LIVINGSTON SEAGULL (Avon), JUNGLE BOOKS (New American Library), ANIMAL STORIES (Dell), CURIOUS GEORGE (Houghton Mifflin), CHARLOTTE'S WEB (Harper), THE WOLFLING (Bantam), RASCAL (Avon), to name a few.

By showing THE ANDROMEDA STRAIN, man's futuristic roles came into sharp focus. Reading lists included STAR TREK #9 and #10 (Bantam), ASIMOV'S MYSTERIES (Dell), SPACE PUZZLES (Pocket Books), BEYOND THIS HORIZON (New American Library), SPACE WITCH (Young Readers Press), FAHRENHEIT 451 (Ballantine), A WRINKLE IN TIME (Dell).

For a dash of laughter, try IN ONE ERA AND OUT THE OTHER (Pocket Books), TALES OUT OF SCHOOL (Dell), WITH SIX YOU GET EGGROLL (Pyramid), UP THE DOWN STAIRCASE (Avon). Students report on their favorite comedy shows on television, including the wonderful world of Charlie Brown, and we then feature Laurel and Hardy, Charlie Chaplin, W. C. Fields, among others.

Other themes developed out of showing MADAME CURIE—A GREAT PERSON Theme. Students read biographies and autobiographies and wrote essays about people they would immortalize. The showing of GO ASK ALICE sparked a unit on the problems of youth. A MAN FOR ALL SEASONS stirred interest in THEATRE TODAY AND YESTERDAY.

M. Jerry Weiss is Distinguished Service Professor of Communications, Jersey City State College, Jersey City, New Jersey.

STRAND 8
Diagnosis and Prescription

Another Hard Look at Dyslexia — Or Is It Dyslexias

Jules C. Abrams

There has been considerable confusion concerning the concept of dyslexia. Definitions have ranged from a purely psychogenic approach to one which emphasizes a strictly physiogenic orientation. As a reaction to the use of indiscriminate labels, many educators have become extremely antagonistic to the concept of a specific reading disability or primary reading retardation known as dyslexia. Nevertheless, there is a very circumscribed condition which is rare (less than 1% of the total population of retarded readers) where the major defect lies in learning to read, write and spell.

The thesis here is that there is more than one type of dyslexia, and that the condition can be broken down into three sub-groups. In one category are children who have experienced a subtle type of brain damage, either prenatally, perinatally, or postnatally. As a result, these youngsters do not develop, at the time they should develop, certain basic skills such as perception, concept formation, and language which later are so important in learning to read. In the second category, the language impairment is even more specific and is caused by an actual lesion to the occipito-pariental area of the brain. In the third category, the etiology is biologic or endodenous, and the disturbance arises from some interference with or delay in the maturation or development of the apparatus functions, which are necessary for formal academic learning. It is the last sub-group in which the genetic predisposition plays a major role. However, the child born with dyslexia tendencies will develop dyslexia only if the initial teaching to which he is exposed is not sufficiently effective to take into consideration the child's predisposition toward difficulty, and the methods by means of which these difficulties can be circumvented.

Jules C. Abrams is professor and director of the Graduate Program in Clinical Psychology, Hahnemann Medical College and Hospital, Philadelphia, Pennsylvania.

Perceptual Training for Slow Learners

Jimmie E. Cook
Elsie C. Earlley

When breakdowns occur in any of the perceptual-motor areas, whether caused by mental retardation or imperceptible learning disabilities,

reading retardation follows. A knowledge about probable centers of difficulty is of tremendous value in diagnosing weaknesses. Among the areas of concern are: auditory decoding, auditory-vocal association, auditory memory, auditory sequencing, visual coordination and pursuit, visual-form discrimination, visual figure-ground differentiation, visual-memory, visual-motor memory, visual-motor fine muscle coordination, visual-motor spatial form manipulation, visual-motor speed of learning, visual-integration.

Jimmie E. Cook and Elsie C. Earlley are associate professors of education, Edinboro State College, Edinboro, Pennsylvania.

Miscue Analysis — Imperative for Proper Diagnosis

Fred J. Fedorko

Many miscues a youngster makes have little or no effect on the essence of reading, that is, reading for meaning. However, a closer look at the types of miscues a reader makes will give the teacher much better insight for planning more effective strategies for reading instruction.

In an attempt to have more regular classroom teachers use miscue analysis, such as that developed by Kenneth S. Goodman, the major emphasis is placed on the short form questions with a modified record keeping system. This technique asks only three questions of each substitution miscue and four questions of each sentence containing a miscue. (The latter is presented in contrast to the Reading Miscue Inventory, developed by Yetta M. Goodman and Carolyn L. Burke, which asks nine questions for each and every miscue and utilizes a more extensive record keeping system.)

A major point here is that there is a need to do more than just count and group errors when analyzing reading tests. The diagnosis needs to be qualitative as well as quantitative. However, it must be borne in mind that miscue analysis is not presented as a panacea but as another method to be utilized to gain the best possible diagnostic information about the reading of today's students.

Fred J. Fedorko is a member of the Department of Education, Edinboro State College, Edinboro, Pennsylvania.

Reading Kaleidoscope

Anne L. Jones
Robin M. Williams

The Reading Kaleidoscope is a technique which utilizes the Gestalt concept. Participants view reading as a whole and then select an area of interest from the testing, perceptual, and functional reading centers. At the centers slides, activities, and printed materials acquaint participants with current research, materials, and concrete suggestions for teaching.

The final phase of the program is the integration center where remedial techniques are put into the total school program.

Anne L. Jones is a diagnostician, Diagnostic Reading Clinic, Dunbar Township Elementary School, Connellsville, Pennsylvania. Robin M. Williams is a remedial reading specialist, Central Green School District, Carmichaels, Pennsylvania.

RX for Reading Retardation
A Humanistic Approach

Beatrice J. Levin

The staggering amount of reading retardation brought to light in the last few decades has led to a massive search for remedies by most school systems. New programs and materials have inundated the educational scene in a sometimes frenzied effort to reduce the gap between reading performance (or non-performance) and reading potential. Obviously it is essential to continue to explore ways of ameliorating this condition. However, what is presently known of the etiology of reading disability and of how children learn suggests that additional effort be expended on the one area that has been largely overlooked, that of forestalling reading problems before they get a foothold.

One such program, aimed at prevention rather than remediation, started with a pilot workshop for elementary teachers. The hypothesis was that while many children entering first grade have perceptual deficits or developmental lags in areas specifically related to and undergirding the reading process; these deficits are amenable to training. Emphasis was therefore placed on practical methods of identification and prescriptive training for those children exhibiting such patterns of dysfunction. The program was predicated on the conviction that if these deficits are identified and ameliorated before formal reading instruction is initiated, a large percentage of disability and retardation would be prevented.

Teachers were trained to use a combination of parts of the deHirsch Predictive Index and the Valette Developmental Survey of Basic Learning Abilities with children in the last half of kindergarten or just entering first grade. They were then trained to interpret these results in terms of prescriptive activities appropriate to the needs shown.

A follow up study was done using experimental and control groups of incoming first graders in eight schools. Pre-and post-tests of reading

readiness were given to all pupils, but only the experimental groups were given the diagnostic battery and prescriptive treatment. Results were tabulated both for the groups in individual schools and for the total groups of experimental and control subjects. Analysis of variance on the pre- and post-readiness test was done for both the control and the experimental group. Results of the total group indicated significant gains at the .01 level on each sub-test of the readiness test and on the total battery for the experimental group, although the control group made significant gains on four of the sub-tests. When comparisons were made of the average gain, the total raw score gain for the experimental group was 14.40 as opposed to 9.17 for the control group. A factor analysis was also done to determine the basic abilities represented by the twenty-five variable screening battery.

On additional pre-and post-screening on the diagnostic battery of a selected group of experimental and control subjects, significant gains were found for the former on twenty of the twenty-five variables; by contrast, the control group made significant gains on only five.

It was concluded that many children entering first grade do have widespread deficits in areas undergirding the reading process; that early diagnosis is essential and feasible. It appears that most children respond readily to prescriptive training in these areas and that intervention of this kind will help prevent subsequent reading difficulty.

Beatrice J. Levin is assistant director of reading, School District of Philadelphia, Philadelphia, Pennsylvania.

Diagnostic Prescriptive Teaching: Some Methods and Materials

Joseph A. Muia

Very often programs developed for children who have reading disabilities center around information taken from standardized tests that only globally pinpoint a learner's difficulty. In order to eliminate programs that are haphazardly developed and often scarcely meet the learner's needs and abilities, a decision model developed by Cartwright and Ysseldyke (1973) outlines the necessary stages for effective diagnostic-prescriptive teaching. The model guides the teacher through a sequence of stages which aids her in identifying the relevant characteristics of the child, specifying the appropriate teaching goals, selecting the instuctional techniques, selecting materials using the strategy and materials with the child and evaluating the child's performance.

To effectively use this model, teachers should focus on appropriate tasks involved with the desired teaching goals. A criterion defined program if used properly by the teacher can eliminate inadequate instruc-

tional programs and can effectively outline a program based upon the needs of the learner as specified from this decision model.

Joseph A. Muia is director of Educational Opportunity Reading Program, Pennsylvania State University, University Park, Pennsylvania.

Diagnostic Techniques For The Classroom Teacher

Norman D. Sam, Jr.

It is important to identify the problems of our children before we try to design a program of instruction for them.

A very good way to diagnose these problems is by the use of an informal test battery. The informal, individualized testing reveals a great more information about the behavior of a child than a standardized test. The diagnostician should be able to note many factors which contribute to the child's reading problems as a result of the one to one testing situation.

A good battery of informal tests consists of an informal reading inventory, both oral and silent, and an accompanying word recognition list. Also included in the battery are an informal phonic inventory, a Wepman Auditory Discrimination Test, an informal spelling test, a writing sample, a Keystone Visual Screening Test, and a Maico Hearing Test.

In cases where standardized tests are desirable, I would recommend using the Durrell Analysis of Reading Difficulties and the Bond-Clymer-Hoyt Silent Reading Diagnostic Test. Both have an excellent profile sheet for interpreting scores and give a good indication of problem areas in reading.

In closing I would like to make note of a tool that may be used in both diagnosis and readability. This the CLOZE procedure. It is evolving as one of the best measures of readability, as it is the only one that has the student directly interacting with the material or book he will read.

Norman D. Sam, Jr., is a reading specialist, Council Rock School District, Richboro, Pennsylvania.

Diagnosis in the Content Area

Robert J. Szabo

Teaching requires more than the transmission of knowledge; it also requires the adjustment of instruction to each student's needs and capabilities. Teachers in the content areas must realize this. To enable content area teachers to achieve this end, two goals must be met: (1)

the student must be matched to the textbook used, and (2) the student's present level of functioning in terms of specialized vocabulary, comprehension skills, study skills, and concept mastery must be assessed.

To match the student with the text, three tools need to be used. One of these is the Fry readability formula which enables a teacher to obtain a quick but accurate estimate of a book's relative level of difficulty before it is given to the student. Another one is the group-administered informal reading inventory which enables the teacher to determine the student's instructional level. With this information, a tentative match can be made between a student and a textbook. Then as a check on this matching, Bormuth's cloze procedure should be used.

To assess the student's present level of functioning in specific areas, three tools also need to be used. The student's comprehension skills and certain study skills can be obtained from an analysis of the results of the informal reading inventory. Information on the student's knowledge of specialized vocabulary, subject-matter concepts, and other study skills can be determined by using teacher-constructed tests. Study skills not measured by the previous two methods can be measured by a study skills inventory.

The information derived from all of these sources—readability of the text used and knowledge of specialized vocabulary, comprehension skills, study skills, and concepts—enables the teacher to match the textbook used and his instructional goals and techniques to the specific needs and capabilities of each student.

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Overcoming Johnny's Word Recognition Problem through the Neurological Impress Method

John H. Vadyak

The reading specialist has become the Marcus Welby of our school system. Through proper diagnosis, he will design a plan of remediation for the child. Many people think that this remediation is ingurgitating a tablet every four hours and the child's problem will be rectified. Sometimes the clinician will run out of pills in trying to arrest Johnny's word recognition problem. Using the impress method as a vehicle for the correct reading process, the child is exposed to only accurate, correct reading patterns (Hollingsworth, 1971).

John H. Vadyak is a reading specialist, Hamburg Area School District, Hamburg, Pennsylvania.

STRAND 9
Secondary and Content Fields

Relating Reading Skills to the Content Fields

Jane M. Bachman

What are the skills needed to read in the content areas? For a long time many educators considered that "general reading ability" was sufficient to read expository material. As a consequence, research in this area is of comparatively recent origin. Though good study habits, efficient budgeting of time, ability to concentrate, and persistent effort are necessary and helpful, they are not enough. Among the conclusions reached by researchers were that students must be taught specific skills in dealing with content material, and these skills differ from one achievement area to another, and that even though there is much overlapping in the requirements for the various content areas, not only are there many striking differences, but different thought patterns are required.

There are also difficulties inherent in the material itself. The vocabulary is usually more difficult. It can be simplified to a degree, where, for example, a meteorologist be called a "weatherman", but what can be substituted for words such as "longitude", "latitude", or "peninsula"? In addition, both the number of new words and the number of concepts are usually not controlled. Greater retention of facts is generally expected. These facts are often condensed and abstracted, and content may be both controversial and emotionally loaded, as in social studies.

The students themselves present difficulties because of differences in vocabulary development, experience, interest, and intelligence.

Investigators have indicated that there is a need for teaching specific skills. The problem that faces teachers is how to meet these needs. Herber (1970) considers that this can be accomplished by showing the student how to do what is required of him and helping him to develop an understanding of the process. He advocates having the teacher provide a pattern of attack which the student can adapt for himself as he gains in skill and understanding. Having determined the basic concepts to be developed, the teacher develops reading guides to help the student learn how to find and identify these concepts. Later, the student is taught to ask and answer the questions: "What did the author say?" "What did he mean?" and "How can I use this knowledge?" As the student develops skill, teacher help is gradually withdrawn, and the pupil is "on his own", having learned not only the necessary reading skills, but also the material itself at the same time.

Patterns of organization such as cause/effect, comparison/contrast, time order, and enumerated order can also be taught by the use of reading guides.

The problem of teaching specialized vocabulary can be solved in a number of ways, some of which might include the use of exercises which require the accurate recognition of words of similar configuration, putting words into categories, and making analogies, in addition to using contextual, phonetic and structural clues. These methods are more productive than the usual approach of having the student look up a list of words in a glossary or dictionary.

There are many ways teachers may help students to improve their reading in the content areas. Interest, ingenuity, and effort will help teachers to discover them.

Jane M. Bachman is assistant professor of education, Millersville State College, Millersville, Pennsylvania.

Reading in the Junior High School: The Need for Continued Skill Development

Frank Bilotta

I will begin by sharing two of my biases with you, both of which are related to the topic.

The first deals with the national Right to Read program. Although the goals are commendable and desirable, I believe that the priorities are out of order. It is ironic that this program, "launched" shortly after our country sent a man to the moon and back, turns its back to technology as a tool for learning by placing so much emphasis on the printed page. The first priority should be learning, and children should not be denied any opportunity to learn because they are having difficulty learning how to read. I believe that this approach, in addition to increasing learning opportunities, would produce better readers, both in terms of skills and desire to read.

My second bias concerns the lack of a required reading course for all teachers at the secondary level. As long as success in school is largely dependent on reading, all teachers need some background in reading. Otherwise, the process of learning (which school is supposed to be all about) is too often ignored at the expense of content mastery. Much has been said at this conference—to people who already have a background in reading—about reading in the content areas. I submit that this concern could be dealt with much more effectively in a **good** reading course for secondary teachers.

Who needs continued skill development at the junior high school level? Nearly all students do. It is absurd to think that six years of instruction is sufficient to provide for a lifetime of reading. Some students are obviously in need of continued skill development. Too often it is assumed that the others, the "good" readers, have no needs in this

area. For that reason, I want to share with you some of my feelings and some of my experiences in working with "good" readers at the junior high school, senior high school, and college levels.

It does not make sense that reading instruction is often discontinued at the time when reading demands are being greatly increased. The advanced readers, having mastered the mechanics of reading in the elementary school, are ready for instruction that will enable them to become mature readers.

These students should be taught to be flexible readers—able to adjust rate according to purpose and difficulty of material. They also need to be taught to be active readers rather than passive readers, interacting with the author rather than merely consuming of the printed page.

I've worked with "good" readers the past few years and gotten excellent results. For example, group comprehension (average) has increased more than ten percent while group rate increase (average) has exceeded one hundred words per minute. (No miracle—good students!)

In my school district, we have just gone into a reading program whereby **all** seventh graders have reading on a daily basis. The major emphasis is on skill development as opposed to a "watered down" literature program. The program has been developed to provide balance, including free and independent reading. (Too often we do not demonstrate to students that we really believe reading is important by providing them with time to read independently.)

In closing, I believe than humanism in reading exists to the degree that reading makes possible success in learning.

Frank Bilotta is supervisor of reading, Easton Area School District, Easton, Pennsylvania.

Using the Newspaper to Teach Reading in High School

Andrew A. Burlando

If there is one inexpensive and expendable material for teaching intermediate and above reading skills-it's the newspaper. It contains probably the most comprehensive array of potential activities as any other single source. With just a little time and careful planning, the index can be used for teaching locational skills; cartoon frames can be cut apart and shuffled for teaching sequence; head lines can be removed and matched to stories for an exercise on main ideas; answering who, what, when, where, why and how can teach reading for details; advertisements can be used for critical reading, and editorials for fact and opinion. Classified, financial, entertainment, and sports sections may

also be used with imagination to teach a variety of other skills. Finally, after the reading teacher finishes with it, the newspaper can still be used to wrap garbage or line the bottom of birdcages.

Andrew A. Burlando is an associate professor of education, Edinboro State College, Edinboro, Pennsylvania.

Another Pair of Hands: Paraprofessional Volunteers in a Secondary Reading Program

Paula A. Calabrese

Teachers of secondary reading are often confronted by this dilemma. They want to incorporate diagnostic and individualized methods of reading instruction into their classrooms, while at the same time they find it virtually impossible to keep up with the tutoring conferences, record keeping, and progress checks necessary for the effective and efficient utilization of these techniques. In such situations, another pair of hands would certainly be a realistic way of further personalizing reading instruction. Some often untapped resources in the school community include interested parents, retired persons, college students, and local business persons. The selection and preparation of suitable paraprofessionals poses additional problems for teachers. Thus it is vital that a model for the preparation of paraprofessional volunteers in a secondary reading program be established and incorporated on a district wide basis.

Paula A. Calabrese is a reading specialist, Churchill Area Schools, Pittsburgh, Pennsylvania.

Reading and Vocational Education

Rosalyn Goldberg
Sidney S. Steele

Recent research points out serious deficiencies in the reading skills of vocational-technical school students. Many vocational students do not succeed in their vocational courses because of a lack of basic communication skills which are a contributory factor to a negative self-concept and continued lack of success. The reading programs in our vocational-technical schools have been designed for vocational students who, because of their academic disadvantage due largely to their inability to read up to their potential, are prevented from succeeding in vocational education programs planned for persons without such handicaps.

Pauk (1973) stresses the importance of finding a match between the slow student and his interest level. According to Pauk, adult-type articles and books must be modified to fit the readability level of the student. In addition, Spiegler (1967) states that we must "give him (the student) a book that hits him where he lives".

The cloze procedure is seen by some authorities as a tool for diagnosis and instruction. Bortnick and Lopardo (1973) state the importance of teaching skills drawn from the language itself and not taught in isolation. They contend that the cloze procedure is a powerful way to teach word recognition in context as well as other aspects of reading. Commercially prepared materials are used in the programs, as well as teacher-made and adopted activities for additional application in weak areas. Great stress is placed on instructional procedures which can be used to meet the personal needs of each student. The language-experience approach, directed reading-thinking activities, and the study skills approach with textbooks the students are required to use for classes are some of the procedures used.

Our purpose is to help each student reach his individual potential by providing practice with the kinds of reading they are expected to be able to understand (newspapers and magazines) in order to be informed citizens.

Rosalyn Goldberg is a remedial reading teacher, Venango County Area Vocational-Technical High School, Oil City, Pennsylvania. Sydney S. Steele is a reading teacher, Jefferson County-DuBois Area Vocational Technical School, Reynoldsville, Pennsylvania.

Improving Reading Comprehension Through Content Selections

Ronald J. Hash

Attempts at having the classroom instructor take an active role as one who knowingly attempts to extend the development of reading skills through the content taught can be found throughout the history of the literature on reading. The effects of these attempts have been negligible.

The reasons why content teachers have generally paid little more than lip service to the active teaching of reading skills in their classrooms are numerous. Aside from the usual complaint of too little time and the refusal to view reading as a developmental process, the basic difficulty seems to be one of a lack of awareness on the part of content teachers that they can actually improve reading comprehension skills without sacrificing the content which they select to teach.

In view of the reading requirements of inquiry approaches which now characterize many commercial materials for classroom use and the increase in the utilization of primary source materials in certain con-

tent areas, such as the social studies, content teachers need a practical means by which the appropriate reading techniques can be incorporated to improve student comprehension of content selections.

Such a procedure has been developed for students whose reading difficulties are not so severe as to require clinical treatment. The construct of three levels of comprehension (Herber, 1970) utilizes content reading selections and other stimuli to enhance a student's reading comprehension and concept development. This is accomplished through the use of a visual stimulus in the form of a response instrument designed to elicit a student's knowledge about what an author actually said (literal level), what he meant by what he said (interpretive level), and how the concepts within the reading selection apply to an alternate set of circumstances (applicational level). Honeycutt (1971) demonstrated the compatibility of the three levels construct to the cognitive taxonomies of Bloom (1956) and T. C. Barret (Clymer, 1968). Although the evidence is not unanimous, a number of studies such as those done by Thelen (1969), Sanders (1970), Baker (1971), and Williams (1973), indicate that three levels reading guides utilized in conjunction with other treatment variables can effect desired change in student behavior at significant levels.

Ronald J. Hash is assistant professor, Secondary Education, Ball State University, Muncie, Indiana.

Reading in the Content Fields

Leotta C. Hawthorne

One of our basic purposes in education today is to develop independent learners. Ask yourself these questions: Am I really doing this in my classes? How am I helping my students become independent learners?

It is impossible for us to provide an individual student with enough knowledge to last him a life time; however, we must equip the student with the skills he needs to explore each of the content fields.

By knowing students' needs and abilities, it is possible to use subject-related materials as a vehicle for instruction which makes it possible for content teachers to provide for the teaching of reading skills and course content.

The most commonly used method in the classroom today is the recitation method. It is characterized by the assignment, study, and report. Unfortunately there is little experimental research to prove its worth. This method is filled with assumptions that students have sufficient maturity to handle the assignment, that they have sufficient command of skills to ferret out the points on which to report, and that they have sufficient organizational skills to arrange the material in a coherent form. Frequently structure is lacking in the lesson, and students are un-

certain of what they are to do. Teachers must be constantly alert to the immediate and long range needs of their students, but rather than working on assumptions they should base their decisions on sound diagnostic teaching. In doing so, teachers can add structure and direction to whatever lesson they undertake to teach.

At one time the teacher's role was that of a resource of facts and knowledge. The contemporary explosion of knowledge has put an end to this. Today, the teacher's knowledge is a critical element, but it must be used to help the student learn how to acquire, interpret, and use knowledge independently. To this end teachers need a variety of methods, have the ability to adjust and combine methods to meet the needs of the class. For example, teachers must keep in mind that word recognition is a prerequisite to reading but that it does not guarantee understanding. On the other hand, comprehension requires a knowledge of the relationship of words in sentences, paragraphs, and longer passages.

In attempting to help students read more effectively it is important to know the reading level of our students, the range of ability and achievement, differences in learning rate, the instructional materials available, levels of instructional materials, and how they can be used.

Although every content area teacher should become acquainted with the directed reading activity, all teachers, regardless of discipline, should make use of well planned lessons, language and skills development, guidance, transfer of learning, individualized instruction, large and small group instruction, and teacher-pupil interaction.

Armed with the above thoughts and ready to put them into action, today's teachers can do much to stretch the abilities of students and move them toward a level of independence.

Leotta C. Hawthorne is a professor of education, Geneva College, Beaver Falls, Pennsylvania.

Test Taking Proficiency: A Secondary Need

Warren R. Heydenberk

The concept of test taking as a life-long venture will be entertained by citing examples of test taking demands of specific post-school vocations. The reality that youth will be confronted with increasing numbers of examinations throughout their life times will be presented to support the need for secondary schools to teach reading-test skills.

The following strategies which can be used by content area teachers and developmental reading personnel to improve students test-taking proficiency will be presented: instruction which focuses on concepts, with facts taught as subordinate to concepts; the use of study guides containing teacher and student input to enhance learning; the use of

periodic reviews to ensure focus on material to be learned and mastery of such materials.

Anxiety as a barrier to effective test-taking will be considered. A model designed by Dr. David Wark, University of Minnesota, as well as use of materials commonly found in classrooms to alleviate high anxiety levels will be described. To counteract inordinately high and low anxiety levels, several ways of transforming students' examinations into self-diagnostic tools will be illustrated.

"Test Taking Tips", written by the speaker to help students overcome common errors made on objective tests will be discussed; copies will be distributed to conferees for trial with their students.

Warren R. Heydenberk is a member of the Education Department, Lehigh University, Bethlehem, Pennsylvania.

Making Them Fit

Virginia L. Malc

All too often at the secondary level one hears the lament, "Good grief! They can't read," or "Why didn't they teach them to read in the elementary schools?". This reaction is typical of many content area teachers who are faced with reading problems of unprecedented magnitude in their classrooms. Compounding these problems is the fact that many of these reading "misfits" are likely to become behavior "misfits" unless preventive measures are applied. Understanding the poor reader's negative attitude is not difficult when one considers that either consciously or unconsciously he doesn't like himself as a student of history or science. To paraphrase Dr. Harris, author of I'm OK, You're OK, "I'm not an OK history student; therefore, history is not OK", or on the more positive side, "I'm an OK science student; therefore, science is OK". The challenge that presents itself is one of building the student's self esteem and teaching course content with course materials that can potentially harm more than they can help.

The nature and scope of the secondary teacher's training typically has left him feeling woefully deficient in coping with the wide range of reading achievement that confronts him each day. This problem is not insurmountable. Texts and other materials can be tailored to fit those many levels within the structure of the course content. The strategies involve the following activities:

Using cloze procedures and/or informal group reading inventories to determine how well students can function using the text and other class materials.

Teaching the students how to use the text as a learning appliance.

Teaching students appropriate study methods including SQ3R, cover card, and the divided page.

Using a modified DRA (Directed Reading Activity) procedure regularly as an in class procedure.

Differentiate assignments considering student's reading achievement, particular strengths and weaknesses, and cognitive levels of learning and related comprehension skills required by the assignment.

Helping students to select appropriate rate of reading to meet assignment objectives.

Making purpose of assignment perfectly clear.

Providing class time for systematic practicing all of the above.

The time invested in developing these strategies pays valuable dividends later as more self confident students become more independent learners — and isn't that what teaching is all about.

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STRAND 10
Teacher Education

Multi-Culture Education: Strategies for the Classroom Teacher

Shirley A. Biggs

Educational undertakings properly require a solid base of information. The teacher's task of providing a dynamic learning environment for students from varied cultural backgrounds is such an undertaking. The acquisition of three categories of information is suggested here for teachers. One kind of information needed is that which provides an understanding of cultural similarities and differences, so that learning activities can be set in cultural contexts. A second category of necessary information is the teacher's (and the student's) self-awareness of personal bias and its potential for blocking learning and growth. A knowledge of and sensitivity to advantages and limitations of educational "tools" such as tests and language programs, represents the third category of information that can be adapted to meaningful culture-specific learning needs.

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A Role-Based Model in Teacher Education

Charles J. Gorman

Among the items most frequently discussed in teacher education are the definitional problems of competency-based programs. General agreement among the advocates of CBTE seem to include the notion that competencies to be demonstrated by teachers should be derived from explicit conceptions of teacher roles.

This model for role-based teacher education represents a plan to incorporate role-derived competencies. With role theory as a conceptual framework, this model represents an important improvement over programs which do not include a collection of well defined principles and concepts to guide implementation, evaluation and improvement.

Role-derived competencies refers to behaviors which are associated with the process of role enactment. Such behaviors are influenced by the interaction of forces which reflect the expectations of institutions and the demands of individuals. These nomothetic and ideographic dimensions provide a framework for the conceptual basis of programming and a rationale to guide application.

Competency continues as an important ingredient of role-based programs. However, through this conceptual and theoretical foundation, questions regarding the selection of experiences, hierarchy of tasks and utilization of competencies can be resolved.

Another advantage of this plan is that the definitional problem of competency can be explored in a rational manner. By referring to the conceptual framework, the definition of competency becomes a coherent extension of principles related to role theory. Competency is defined to include three structural components:

(1) Knowledge: Understanding the political and technical dimensions of education and their relationship to the structure of knowledge, society and human beings.

(2) Art: Individual ability to elevate behavior above normatively defined levels of acceptability.

(3) Ethic: Professional determination and execution of functions.

Another feature of this model pertains to the role from which competencies are derived. Teacher roles have changed significantly over the past few decades. Notorious among these changes is the emergence of teachers as a political entity. As this powerful dimension has grown, the expected public reaction so frequently has included commentary on an other concern — the ethic and integrity of teaching.

In order to represent these developments, three roles have been hypothesized — instructor, social technologist, and citizen. They are advanced as expressions of the conceptual base and as tentative categories from which the behavioral component can be analyzed. The roles are defined as follows:

(1) Instructor: Collection of responsibilities associated with implementation of instructional processes.

(2) Social Technologist: Collection of responsibilities associated with the teacher role in problem identification, analysis, and resolution.

(3) Citizen: Collection and demonstration of feelings, attitudes, and values which form the ethical basis for professional action.

With these structural features, a reasonably well-defined conceptual basis is available for program implementation, evaluation, and improvement. The foundation includes both the nomothetic and ideographic dimensions. A theoretical construct in role theory provides principles which can be applied to problems emerging from interactions of societal and individual forces. The hypothesized roles represent the changing nature of teaching and teachers. This foundation includes a framework for analyzing competency. By these features, role-derived competencies can emerge in forms which are unlike those prevailing in competency-based programs.

Charles J. Gorman is an associate professor of education, University of Pittsburgh, Pittsburgh, Pennsylvania.

Pre-Service Education in Reading: What Are the Alternatives?

Jerome C. Harste

From 1650 to 1974 educators have been busy seeking an answer to the age-old question of why Johnny can't read. This paper suggests and explores one possibility: namely, that Johnny's teachers have never been taught how to teach reading during their pre-service training. Some of the more imminent shortcomings of conventional undergraduate preparation include: (1) little effort to provide a realistic setting for training so that transfer of learning occurs, (2) little effort to meaningfully involve faculties with the public schools, and within colleges of arts and sciences in a joint teacher education effort, (3) little time actually devoted to instructing students in reading methodology, (4) few opportunities for feedback, self-analysis, and self-correction during the remaining phase of teacher preparation, (5) few opportunities provided for observation of superior teaching directly or through the use of videotapes, (6) an excessive reliance on verbal approaches to learning usually combining lectures, discussions, and reading, and (7) little control over the quality of the cooperative teacher in the field practicum experience who, incidentally, plays two crucial roles, model and critic.

There are a number of recent trends in pre-service training which attempt to correct one or more of the deficiencies noted above. The Multicultural Education Development Program (Dawson, 1971), involves placing students into meaningful relationships with children early in the teacher training program starting with liberal arts portion of the student's program. Other programs have this same objective. Carl B. Smith (1973) reports developing a program in which he stresses that all students have early and prolonged tutoring experiences with children in the area of reading instruction. The ENCORE Program (Marten and Dunfee, 1973-74) includes a junior level experience in which students receive their first of a three-course sequence in reading and language arts.

Another current trend is the development of libraries of videotapes or kineoscopes to demonstrate specific kinds of reading teacher behaviors and teaching strategies from which an indepth study of the reading process in teaching can be made. The support materials developed for the RELATE Program (Newman, Harste, and Stowe, 1972-73) comes from such a videotape bank.

Still another recent development which is gathering momentum is the establishment of performance or competency criteria for courses in reading education.

Many efforts are under way to expand the amount of time devoted to reading instruction. The State of Indiana, for example, now requires six semester hours of reading instruction for certification. In addition to this requirement, a program of mini-workshops has been made available to students at the undergraduate level thus permitting the student to earn an additional six semester hours in reading.

All of the trends discussed in this paper are taking place currently at Indiana University, Bloomington, where an Institutional Grant designed to revitalize teacher education has permitted and encouraged widespread innovation and experimentation (Fay, et. al. 1972). While it is difficult not to be optimistic over the movement that is taking place at Bloomington and at other institutions in Indiana and elsewhere, the author concludes by suggesting an ideal program and in so doing suggests much remains to be done.

Jerome C. Harste is an associate professor of reading education, Indiana University, Bloomington, Indiana.

A College Reading Program for the Marginal Entrant

Thomas W. Lackman

About five years ago in order to meet the needs of students who were unable to read college level materials effectively, the reading component of the English Language Enrichment Center at Temple (ELECT) was established. Its purposes are (1) to identify those individuals who are likely to have difficulty with reading material required in college courses, (2) to provide small group instruction and individual help in regularly scheduled reading classes 3 hours per week, and (3) to enable the student to improve his reading/study skills to a level where he can handle college level reading.

Initially, all incoming freshmen and transfer students with verbal SAT scores below 550 are required to take the Reading Comprehension subtest, Form 1-C, of the English Co-op published by ETS. If a student's raw score is 19 or below, he is required to register for ELECT reading. Additional evaluation during the first week of the reading classes may exempt some individuals who scored low on the standardized measure. Approximately 22 percent of the students taking the Co-op screening test place into ELECT reading.

Only a small portion of these are exempted during the first week, and the rest are required to attend the reading classes regularly for the remainder of the semester. Some students need to take ELECT reading for more than one semester because they are unable to attain the criteria required. Although a few students have word recognition problems, the basic problem for most students is comprehension.

Classes are taught by advanced masters of doctoral students in the Psychology of Reading Department. Class size is limited to 10-12 students. As the course is remedial in nature, no academic credit is given for it. Students are graded pass, fail, or incomplete.

Instructors stress that reading is a thinking process and attempt to help students develop better, more effective reading habits. The majority of the students have difficulty locating the main idea in a single paragraph. Their reading is often **purposeless**, and the general attitude seems to be "If it's important I'll recognize it, (somehow)."

The students appear to disregard word signals and as a result have problems with the organization of written materials. They lack the necessary skills to recognize relationships and subordination of ideas. **Everything** looks equally important to them. Because they seem not to be using the word signals, they often misinterpret what the author has written, and report for the generalization from a selection an idea which is diametrically opposed to what the author intended.

As soon as students have received a basic orientation to the reading process, they are asked to apply their developing skills to textbooks, which they are required to read for other courses during the semester. Instructors attempt to individualize their teaching as much as possible in order to meet the specific needs of each student.

Currently we are in the process of evaluating the effectiveness of the reading component of ELECT. While we are convinced that it is an effective program, the number of variables involved in attempting to collect hard data makes the task of evaluation quite difficult.

Thomas W. Lackman is an assistant professor, Reading Clinic, Temple University, Philadelphia, Pennsylvania.

Inservice Training: It's Time to Face It

Peggy Ransom

In recent years, educators interested in reading have learned that there are ways of developing inservice training programs which provide the framework for guiding effective teaching of reading in schools throughout the nation. One of the most promising inservice development is that of involving staff members in assessing the need of the school.

The whole format is predicated on the philosophy that there must be a need for inservice created by teachers of a particular school rather than on a district-wide basis. Included in an assessment would be (1) the students' testing performance in reading (comprehension, word recognition, interests, and attitudes), (2) the reading program of the school (teacher-student organization, basic approaches utilized, instructional techniques, and evaluation), and (3) the resources available to the school

district (classroom and nonclassroom personnel). Through the analyzation of such information, priorities can be established and a program planned.

Included in the program planning procedure are the goals, objectives, and behaviors (strategies) based on specific needs resulting from the assessment. Evaluation, an essential culminating step in the planning procedure, is simplified since it follows that each objective is either achieved or not achieved. An analysis of the evaluation, then, becomes the source of a new strategy, and the inservice program moves from there.

The systems approach briefly described here is characterized by its involvement of the entire staff. By traveling the route of a needs assessment, prioritizing, goal tending, and evaluation, a staff can draw from sources yet untapped.

Peggy Ransom is affiliated with Ball State University, Muncie, Indiana.

Multi-Culture Education: Implications for Reading Specialist

Alice M. Seales

All ethnic groups are endowed with a culture via their history. Recognition of various cultures must be emphasized and illuminated throughout educational institutions by educators for educatees. Black's, native American's, Asian American's and Latino's cultures must become an integral part of school curricula in order to properly educate students for tomorrow's world. The only complete curriculum is a multicultural curriculum.

In this country, it is a known fact that school curricula at the elementary, secondary, and post-secondary levels are based on Anglo middle-class culture to the detriment and in some cases total obliteration of other cultures. Anglo culture has been erroneously promoted as the culture which other cultures must endorse or subscribe to mentally and physically before they can become accepted individuals into American society. Not only must people of minority cultures subscribe to Anglo culture, but they must maintain their own culture in order to function in their native settings. Often time the double-culture standards create undue pressures especially at the elementary level.

Alice M. Seales is an assistant professor, Division of Teacher Development, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

Teacher Training Products for Teachers of Reading/Language Arts

Darryl Strickler

Observers of the teacher education scene have, over the past six or seven years, witnessed a flurry of "development activities" which have resulted in a wide variety of "teacher training products" (TTP's) designed to increase, or develop, the in-service and/or preservice teacher's effectiveness in performing some aspect(s) of his/her instructional role. The widespread development of TTP's is partly a response to, and a result of, the parallel increase in competency, or performance-based teacher education programs at the preservice level and partly a response to the need for more specifically-focused training, or retraining, of teachers in service. The specific objectives, content, format, and overall quality of TTP's varies greatly from product-to-product. A number of TTP's have been developed specifically to increase the teacher's effectiveness and efficiency in providing reading and language-related instruction for children. Examples of such products include: Project RELATE (Reading/Language Arts Teacher Education), an extensive, process-oriented, training program which is designed to provide the equivalent of nine semester hours of "methods" instruction; Minicourse 18: "Teaching Reading as Decoding", an instructional program incorporating microteaching and self-analysis activities, which includes a teacher's handbook, instructional and model lesson films; The Croft Inservice Programs — one on "Word Attack" and one on "Comprehension" — which include resource materials, guidebooks and criterion-referenced testing materials to be used in locally-originated workshops for in-service teachers; as well as a wide range of less extensive — and less expensive — self-instructional and programmed materials, films and videotapes.

Teacher educators in colleges and universities, state and local school personnel responsible for inservice training, and individuals or groups of teachers interested in TTP's which can be used in a "Teacher Center" operation should be aware of the potential value to children using these products, and should investigate the efficacy of using such products in their training programs.

(A compilation which includes descriptions, availability information and cost of various TTP's for teachers of reading/language arts can be obtained by writing to: Dr. Darryl Strickler, Reading Program Faculty, School of Education, Room 211, Indiana University, Bloomington, IN 47401).

Darryl Strickler is director of the Professional Year Program, Indiana University, Bloomington, Indiana.

STRAND 11
Affective Aspects of Reading and Learning

R-4, A Humanistic Value Base

Harry E. Ayer

Consciously and unconsciously I have been concerned for some time with finding a value base from which teachers might operate to affect the ideals and behavior of children. Since there is separation between church and state, because of the diversity of religious and ethical beliefs, and because many, particularly our young people, are disenchanted with conventional religion, such a base can hardly be expected to come from churches. Meanwhile, a vacuum exists where it becomes evident that our schools are reflecting what social critics call the amorality of contemporary American society.

Along with amorality I believe that another negative factor of equal magnitude is fragmentation. In this fragmentation people have identified themselves with sectional, political, ethnic, religious, and social groups whose ultimate purpose more often than not ignores the total community in their quest for power and material advantage. Even within the schools themselves departments such as reading reflect this fragmentation: phonics people oppose whole word advocates, etc. Somewhere we seem to have lost the integrating-synthesizing cement so essential to the realization of the American dream. Amorality and fragmentation: What can the individual do to stem the advance of these twin cancers?

I believe a possible solution to the problems of amorality and fragmentation in our schools and in contemporary society generally could come about through the application of a simple construct that I shall call "R-4." This construct puts the individual at the center of society's success or failure and begins with an affirmation transcending all barriers: "WE ARE FOR (I am for) MANKIND."

It is further elaborated by **Four R's:**

Resolve that I shall try to put the good of mankind ahead of my own selfish interests. What is best for mankind will ultimately serve my own interests.

Reliance that I shall rely on the best available evidence to make decisions governing my actions.

Restraint that I shall restrain my urge to act until I have considered the consequences to myself and others.

Respect that if I find it impossible to love all human beings, I shall respect their inherent rights in spite of their appearance, actions, or beliefs.

If through precept and example teachers would involve pupils in applying R-4 to their value problems, I believe that this practice would reduce amorality and fragmentation and turn the public schools into a cohesive force in our society.

Harry E. Ayer is reading supervisor, Athens Area Schools, Athens, Pennsylvania.

"Lose the Test — Find the Child"

Catherine Blynn

There is much evidence indicating we are moving toward greater individualization, and hopefully, humanism, in instructional practices. Can we honestly conclude that we are moving in the same direction in our testing practices? In the name of individualization, objections to standardized testing grow stronger. As an alternative to the shortcomings of standardized tests, criterion-referenced tests are gaining popularity. The most obvious change between these two types of testing practices seems to lie in the difference between criteria used to determine reading competency.

Are we really humanizing testing when we continue to administer pencil-and-paper tests which permit guessing; or isolate reading skills as if mastery of a single skill would guarantee effective utilization of those skills in the actual reading process, or use quantitative scores rather than analysis of reader miscues or errors, or provide no measure of how or why the child elicits his particular responses? For the teacher, in criterion-referenced testing there is more structure and certainly more identification of specific skills to be developed by a reader. However, assessment of the more difficult aspects of reading performance such areas as appreciation of literature, the more sophisticated comprehension skills, and critical reading are still determined largely by teacher observation.

No matter what behavior is to be measured, no single instrument should be the sole determinant of performance. Therefore, caution needs to be exercised by users of any tests. Whether norm-referenced a criterion-referenced, the subject being tested is a child, not a machine. Let us admit along with the publishers of tests that there are some things no test can accurately identify with a quantitative score. Many times it is the qualitative, non-measurable aspects of reading behavior, which yield the most significant data for the one who is working with the child in the reading program. We must never lose sight of the original objective of testing which is both human and humane. Tests are meant to aid people in understanding and helping others. By holding this objective always in view there is more chance that we will find the child even though we may lose the test.

Catherine Blynn is a professor of education, Kutztown State College, Kutztown, Pennsylvania.

Attitude Toward Reading: What Can Be Measured?

Jerry B. Fiddler

The reading professional finally has a valid and reliable questionnaire to ascertain the attitude of sixth-grade pupils toward reading. The study that led to the development of the scale was provoked by the need for theoretically adequate instruments in the affective domain and by the serious deficiencies found in previously designed instruments to determine reading attitude. A final outcome of the study is a well constructed and standardized reading attitude questionnaire to help professionals in the field of reading determine which of their pupils are psychologically prepared to profit from reading instruction and to help those professionals determine the degree to which pupils are being matched with appropriate materials to read, both in and out of the classroom.

The construction and standardization of the questionnaire was based on two major assumptions: (1) that some means could be found of identifying pupils with attitudes toward reading at both extremes even though the method might be more detailed and more expensive than that which could be employed in a typical school and (2) that a paper-pencil device that could make similar identifications could be constructed greatly reducing the amount of time and money to achieve the same or nearly the same results as the more elaborate system.

Several significant steps were defined so that a scale based on the two previously mentioned assumptions could be constructed and standardized. A criterion group had to be identified, composed of pupils who were carefully screened so that only children with reading attitudes at both extremes would be a part of the group. Each of the members of the group was chosen as the result of judgements by master classroom teachers, peers of the pupils, and the director of a university phychological clinic.

The rudimentary steps in the construction of the questionnaire were completed while the criterion group was being identified. A taxonomy of the affective domain as it relates to reading was written and a large number of possible reading attitude items based upon that taxonomy were composed. Meanwhile an elaborate array of distracting items, some of which were later used to disguise the purpose of the questionnaire, were drafted. Then a panel of judges helped reduce the group of items to a manageable number.

After further work, the questionnaire, with a validity coefficient of .795 and a test-retest reliability coefficient of .865, was completed.

Jerry B. Fiddler is coordinator of the Graduate Learning Disabilities Program, Indiana University of Pennsylvania, Indiana, Pennsylvania.

Children's Books As An Aide In Personality Development

Michael E. Friedberg

There is strong indication that a person can satisfy emotional needs through the vicarious experiences offered in children's literature. The term generally used to define this practice is "bibliotherapy." (Russell and Shrodes, 1950). Exactly, bibliotherapy is the attempt of an individual to promote his mental and emotional health by using reading materials to fulfill needs, relieve pressures, or help his development as a person.

Bibliotherapy is not a new concept, in fact, it was used by Lin Yutang over two thousand years ago (Weingarten, 1964). However, presently, not enough is known about the concept by educators for inclusion in their programs. Nevertheless, some teachers have met with success using bibliotherapy (Clanciolo, 1965), (Bone, 1959), (Kantrowitz, 1967). Therefore, a review of the area is warranted.

Michael E. Friedberg is an instructor in education, Penn State University and an elementary school principal, Perkiomen Valley School District, Collegeville, Pennsylvania.

Are We Scaring Them with Skills?

Mary Grein

This presentation is an attempt to share with you a hunch which is one product of a struggle I have had with myself over some of the problems we have in reading instruction, both on the teacher preparation level and on the in-service level. In this presentation, reading instruction refers to both instruction for teachers-to-be, or pre-service, and in turn, the instruction they provide children as teachers-in-service.

The hunch referred to is that we are scaring students who are preparing to teach and children who are learning to read with an over-emphasis on skills. Is there so much emphasis on skill learning (and skill teaching) that students will, as teachers, place an over-emphasis on skills as far as children are concerned?

Classrooms all over the country are bulging with cassettes, tape recorders, color-coded materials, prescriptions, and books with a new alphabet. Does this over-use of skill-building materials create in the mind of the pre-service student and children the idea that "reading" means learning skills with no application to the real world of reading?

Do not misunderstand. Of course, skills are important! Reading is a complex act, a complex process, and we need the right skill at the right time. However, skills are only tools, only means to an end, not ends in themselves.

What is the answer? Obviously, to put skills in their rightful place, that is, as tools to help with the reading act. The next question is, how best to do this?

From this struggle, an idea has surfaced — a teacher education program in reading should be concerned with the proposition that future teachers are, themselves, readers. They must be if they are to teach children to read. To help pre-service students understand what reading is all about, I would want them to look at reading as a form of communication, the written form. Thus, the skills of reading become tools, not the end-all of the reading act. Hopefully, it would help students create this idea in children, and beginning readers would not be turned off.

It is time we stop kidding ourselves and students in pre-service preparation, that new materials, new alphabets, new boxes, and new modules will automatically produce children who read.

Mary Grein is professor of education, Lock Haven State College, Lock Haven, Pennsylvania.

The Real Task of the Reading Teacher

Lyman C. Hunt, Jr.

The business of the reading teacher is to make readers. To do so, classroom programs must be far more open with regard to utilizing a variety of printed materials than are our current programs. Here the concept of extensive reading is important. Extensive reading can be taught when young readers have access to the marvelous world of books and are given a reasonable degree of freedom to explore ideas within them. Once this freedom is given, some fumbling is to be expected. Many children need careful teacher guidance in order for them to become true and independent readers of books.

We are deluding ourselves if we believe we can make independent readers by using current textbook patterns of teaching. Our current basal textbook approach concentrates on teaching intensive reading. Readers learning to read within this instructional framework easily develop the concept that good silent reading is identical with comprehensive reading and that all reading must be intensive. Every word, phrase, sentence, paragraph, and page is treated with equal importance. Reading comes to mean responding to every part and soaking up every idea like a sponge. Many teachers, under the spell of the manuals, fear that their young readers will miss some skill if less detailed reading instruction prevails. The young reader sooner or later becomes conditioned by this approach to reading. It becomes his measure of good reading. Thus, many beginners become compulsive about reading every word, every sentence, and every paragraph. They have been so indoctrinated.

Certainly, if the teachers' task is to make "the good reader," the intensive, comprehensive reading associated with the basal program must be balanced by providing for extensive, exploratory reading in a variety of books and materials other than the textbook series. The child must not only be given time to read widely on his own, but he must be encouraged to search all sorts of books for the "big ideas," the ideas that are truly significant. To be flexible in reading, the reader must learn to forget and forgo much of the print that crosses his eye and mind.

Seriously, if we want to make readers, we must have practice reading periods where the goal for everyone is to consume as much print as possible in the given time without interruption. If by doing so even a few children who previously have been unsuccessful become readers of books, the effort will have been worthwhile. If some children merely lower their resistance to reading, this, too, is a positive accomplishment. Perhaps some will care more, rather than less, about books and reading. This is important.

Lyman C. Hunt, Jr., is director of the Reading Center, University of Vermont, Burlington, Vermont.

Humanizing Instruction for the Culturally Deprived Child

Ruth Jackson

Cultural deprivation is not limited to hard-core ghetto areas. The child from a genteel, intellectual and wealthy home may suffer cultural deprivation. For normal growth he requires the types of stimuli which activate his particular habits of learning, and contribute to the maturation of his healthy self-image.

To meet these two basic needs, the Mental Hygiene-Linguistic Reading Program was originated in Public School 52 Queens, New York City in 1962. The program was developed under federal and state grants from 1968 to 1973. It is used today in kindergarten and grades 1 through 4 in three New York City school districts.

Children are introduced to the reading skills in a sequence which facilitates learning. They learn the structure of our written language and are guided in their understanding of the relationship between their own speech, the speech they hear, and the graphic symbols of that speech.

All of the language arts, which contribute to the education of a fluent reader, are utilized in specific developmental steps.

Reading readiness materials, used in kindergarten and/or Level 1, stimulate pupils to form good learning habits which they continue to apply to the child-oriented readers, workbooks and tests studied in the grades. By the middle of grade 2 or at the end of grade 3, most children

are familiar with every linguistic pattern in our written language. All children have mastered them by the end of grade 4.

Throughout the program, the child employs habits he has already established to translate the spoken word from groups of symbols. The relationship of letters of the alphabet to words is made clear at all times by varied appeals to the child's senses: auditory, oral, visual, kinesthetic and tactile. Thus, whatever the method by which individual children learn, communication with them is assured.

Children enjoy an abundance of experiences which are as pleasurable as they are educational. They learn through the medium of songs, stories, games, and the making of their own materials for their games of reinforcement and enrichment.

To protect children from confusion, the beginning vocabulary is limited to words of one syllable — with the short sound of the vowel only. All words are familiar to the children.

Gradually, variant linguistic patterns are introduced at a rate the individual child can absorb without strain. Children are grouped within the classroom according to reading ability. They work together in those flexible groups, learning how to help each other and developing independence.

The first dozen readers are written in the first person to foster reader identification. The last six readers introduce the children to the world of children's literature. All readers, on every grade level, are read after children have been thoroughly prepared for them. Reading is a culminating language arts activity.

Every Spring, the children take the mandatory City-Wide Metropolitan Achievement Test in Reading. Children in the program, even those from hard-core, poverty-ridden sections of the city, score on grade. In every instance, medians and averages are above the national norm.

Mrs. Ruth Jackson was the director of The Mental Hygiene-Linguistic Reading Program under the funded Umbrella 2 Program of New York City, and was the principal of Public School 52 Queens. She retired in 1973.

Motivating Lifetime Reading for Human Values

Norma B. Kahn

One of the goals of secondary education today might well be the motivation of lifetime reading for human values. I propose this goal on the basis of several assumptions:

Most reading teachers and most English teachers have not taught directly toward the goal of motivating lifetime reading and, apparently, few have achieved the goal.

Lifetime reading of literature is desirable essentially because literature can humanize through providing a mode of experience which can uniquely vary the life (and hence the perspective) of the reader, through its central concern for individual human beings, and through its inherent balance of emotion, intellect, senses, imagination, and intuition.

Students need to develop awareness of the relative values of fictional and factual material and versatility in turning from one kind of material to the other with understanding.

Students should be encouraged to consider the values by which they and others live and the possibilities of broadening and heightening these values.

Provision for "learning by doing" is necessary, in order to facilitate transfer of learning; therefore, we must encourage students to read for human values during their school years, in order to motivate them to read for human values in their lifetime beyond school.

I suggest that we can motivate lifetime reading most effectively by six basic means: (1) a wide choice of materials, (2) many models of lifetime readers, (3) continual opportunities to discover the advantages of setting purposes for reading, especially purposes which are related to human values, (4) frequent opportunities for small-group discussion of ideas and experiences encountered in reading, (5) elective courses or units organized on the basis of key values of reading for the individual reader; e.g., Literature to Entertain, Literature to Understand One's Self, Literature to Understand Others, Literature to Change Society, Literature to Discover Beauty — or similar titles, and (6) evaluation of student performances by means which are consistent with the goal of motivating lifetime reading for human values.

I believe that motivating lifetime reading for human values is a worthy — and a realizable — goal of secondary education. Literature and the way it can be taught are among the potential counterforces to the powers at large which threaten the balanced human faculties of the individual. In a society which is "megapolized", "technological", "dehumanizing", reading literature for human values would seem more desirable than ever.

Norma B. Kahn is supervisor of the College Reading Program and lecturer on education, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.

Attitude Development Toward Reading: Discussion of a Theoretical Base

John H. Litcher

The nature of attitudes, values, and attitude formation has long

attracted the interest of practitioners and researchers in the fields of psychology and education. In fact, changing attitudes on a wide-scale basis is probably one of the most important problems of current American society. And yet, the present state of knowledge about attitudes, values, and attitude formation is lacking and undeveloped.

Attitudes have often been defined as learned behavior patterns that cause an individual to act in a specific way toward certain persons, objects, or ideas. Attitudes underlie behavior in such a basic way that in order to understand behavior one must understand attitudes.

Although numerous components comprise attitudes, three fundamental components have traditionally been conceptualized. These components are:

(1) an affective component that is a certain feeling tone which influences the acceptance or rejection of the attitude-object,
(2) a cognitive component that is made up of the intellectual aspects of one's views regarding the attitude-object, and
(3) a conative or action component that is exemplified by an individual's specific overt behavior toward the attitude-object.

Research indicates that these three components exist in varying degrees of intensity and at varying levels of interaction with one another.

To briefly review, it has been established that there are an affective component, a cognitive component, and an action component. Albert Bandura (1969) has identified three general approaches to attitude change that reflects the three components. These approaches are the affective-oriented approach, the belief-oriented approach, and the behavior-oriented approach.

The affect-oriented approach is the first strategy for attitude change that we will consider. This method suggests that attitude change takes place by pairing attributes of the attitude object, in our case reading, with verbal or pictorial presentations that are likely to evoke or create favorable emotional responses toward reading.

The belief-oriented approach exemplifies a second strategy of attitude change. In this strategy of attitude change, attempts are made to modify a student's attitudes by altering his beliefs about the attitude object. This alteration of beliefs is usually accomplished by exposure of the student to various forms of persuasive communication. Research indicates that curriculum materials are capable of providing the necessary information for changing beliefs such as negatively perceived relationships between reading and certain characteristics.

The third approach is the behavior-oriented approach. This approach is an attitude modification strategy that suggests a change in behavior as the primary mode of attitude change. A common classroom technique that applies the behavior-oriented approach is role playing.

In conclusion, one may safely say that three approaches to attitude change do exist and that each approach provides a theoretical base for programs or instructional materials designed to foster attitude change toward reading. These approaches, the affective-oriented approach, the belief-oriented approach, and the behavior-oriented approach can be directly related to the three traditionally conceptualized fundamental components of attitudes. The success of any program or instructional material designed to promote attitude change toward reading possibly rests on the adequacy of the theoretical base of the material or strategy.

John H. Litcher is an assistant professor, Wake Forest University, Winston-Salem, North Carolina.

The Relationship of Specific Teacher Behaviors to Pupil Achievement: What and How

Marciene S. Mattleman

The movement toward competency-based teacher education is growing daily; university professors are preparing course manuals in terms of performance-based objectives, and state departments of education are seeing this approach as a way of looking at and defining teacher performance. Little, however, is known about what specific behaviors have been shown through research to have a relationship with pupil performance.

As a result of a federally funded project, a developmental study was mounted through a joint effort of Temple University and the School District of Philadelphia to improve the reading performance of inner-city elementary school children through the training of teachers in specific behaviors and techniques. Research was done to determine whether or not teachers who implemented the project tenets showed greatest pupil growth in their classes and what specific behaviors and competencies were related to this achievement. Data were collected through teacher self-report, observation of teachers as well as informal and formal reading tests for children.

Results of that study as well as other supporting research evidence will be presented. Techniques will be demonstrated and participants will have the opportunity to observe and develop skills (e.g. questioning, preparing objectives, means of eliciting language, techniques for developing concepts) for use in the teaching of language arts and reading.

Marciene S. Mattleman is an assistant professor, Temple University, Philadelphia, Pennsylvania.

Accentuate the Positive with the Disabled Reader

Annette L. Rich
Marion B. Long

SMILE School has been presented at the Central Pennsylvania Special Education Resource Center for the past six summers. The major purposes of the program are to train teachers in the diagnostic prescriptive approach, including techniques for selecting appropriate materials and to provide interesting and meaningful instruction for children with learning problems.

A positive atmosphere prevails during the program. The children love the individual attention, working with their peers in interesting activities and enjoying the films, picnics, and recreational activities.

Briefly, the following categories for the base upon which a positive, prescriptive approach to reading is constructed: (1) the student, (2) ongoing evaluation, (3) programming, (9) principles of teaching, (10) learning environment, (11) materials and methods, and (11) student progress.

Although a very brief sketch of the SMILE model is presented here, the complete model takes time and effort to implement. Thus far the results have been positive. Everyone becomes so involved in learning and enjoying it—perhaps for the first time.

Annette L. Rich is director and Marion B. Long is assistant director, Special Education Resources Center, Harrisburg, Pennsylvania.

Planning the Affective Reading Program for Children

Darryl Strickler

The planning of any instructional program component should begin with a clear statement of the overall purpose or major goal of the program. It is suggested that the major goal of the reading instructional program — whether a school-wide program or an individual teacher's program — should be to help each child develop purposeful and personally constructive reading habits. In other words, the kind of reading habits which serve some purpose the reader has established for himself, either informational or recreational, and which contribute to his personal growth and understanding.

Teaching children "how to read" will only partially help them to attain this major goal. If children are to develop reading habits which will serve them well throughout their lives, they must also be helped to learn why to read, when to read, and what to read. A balanced reading program must, therefore, in addition to providing for children's reading

skill needs, include an affective component which provides for the development of their interests, attitudes, and personal values in relation to reading for information and enjoyment.

With her sights set clearly on the major goal of developing purposeful and personally constructive reading habits, the teacher has set the stage in planning the affective component of her reading program. She then proceeds to gather adequate information, on an on-going basis, about each child's interests and attitudes. This information can then serve as the basis for setting specific objectives and selecting appropriate strategies, activities, and resources for each child.

Without question, the best way to determine a child's interests and attitudes is by getting to know him well. And, while there is no real substitute for first-hand knowledge about the child which is gathered through informal observation and interaction, there are various techniques and specific instruments which a teacher can use to aid her in assessing children's interests and attitudes. Interest inventories, attitude questionnaires, structured and informal interviews, observation checklists, circulation records from school and classroom libraries, records of books the child has read, and autobiographies written by the child can all provide sources of valuable information about the child.

Regardless of how the information about the child's interests and attitudes is gathered, this information must be used to plan the affective component of the reading program if it is to be helpful in "affecting" children's reading habits. Once the teacher has determined the child's probable level of affective development in relation to reading, appropriate strategies, techniques, activities and resources can be selected and utilized to further this development.

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Self-Concept and Reading Grouping

Ann W. Tarola

Interest in affective as well as cognitive development in the educational situation has focused attention on the processes of instruction and its influence on the development of the self-concept of the child. Grouping for reading, a common instructional strategy, precipitates awareness of self as a member of a group and provides identification with a group in terms of level of achievement. Research has demonstrated a positive relationship between the self-concept of the child and reading achievement. There have been no studies dealing with the child's self-concept in terms of placement in reading group. However, one study in progress deals with the effects of within class reading

grouping on the self concept of the child. A large sample of third grade children enrolled in self contained classrooms that employ a reading grouping strategy are being studied during the academic year to determine the existence of significant differences in self concept scores in terms of their placement in reading groups.

Ann Tarola is an instructor in education, Muhlenberg College, Allentown, Pennsylvania.

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